Farney Close School

Whole School Curriculum Map

2026-2027

Curriculum Map

Art & Design KS3 & KS4

Construction KS4

Design Technology (DT) KS3 & KS4

English KS2, KS3 & KS4

Food Technology KS3 & KS4

Humanities KS3 & KS4

Information Communication Technology (ICT) KS3 & KS4

Music KS3

Maths KS2, KS3 & KS4

Mechanics KS4

Physical Education (PE) KS3 & KS4

Personal, Social, Health and Economic (PSHE/RSE) KS2, KS3 & KS4

Religious Education (RE) KS2, KS3 & KS4

Science KS3 & KS4

Art & Design						
The Art Department teaches its students the National Curriculum programme of study for Art and Design. Our aim is to provide a broad and balanced programme of study that engages our students and encourages them to develop their core art skills and understanding of themselves so that they can communicate their ideas through visual language. Images and key themes are adapted where appropriate to meet the needs of individual groups. In Key Stage 3, 4 & 5 students benefit from engagement with a wide range of artists designed to enable them to both acquire knowledge and building on what they already know. Thematic groups work with a cross -curricular themed approach to their learning incorporating stimulating themes that build greater understanding of themselves and the world around them, incorporating life -skills opportunities and practical tasks. Throughout each key stage all students are taught with an understanding of the need to reinforce all visual work incorporating artist research, experimentation, recording and producing final outcomes. Extended art opportunities are built into all schemes of work as well as opportunities for students to reflect on their learning. In addition, assessment opportunities are identified to monitor progress. Groups move through the programme at an appropriate pace to maximise learning with differentiated planning and flexibility is built into the following programme.						
YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Elements of Art An introduction to the Art course to teach the Formal elements of line, shape, form, tone, texture, pattern and colour. Producing a self - portrait using a range of materials and techniques and supporting studies carried out in Sketchbooks.	Elements of Art Continuing with the theme of Portraiture and identity to develop ideas inspired by the work of famous artists. Studying Van Gogh`s painting style, the ideas of Frida Kahlo on identity and the ageing of the Face with Rembrandt.	What`s in a building Study a range of architectural movements, past, present and future, consider environmental impact-observational study of architectural features	What`s in a building Developing ideas of architecture from previous term. Using construction skills to make 3d models in card and recycled materials. Making clay models inspired by Hundertwasser and Gaudi`s Architecture.	Recreating a Landscape Comparison of different styles and techniques in Landscape painting. . Working in the local environment for observational studies.	Recreating a Landscape Being inspired by the work of Van Gogh, Cezanne and Japanese printmaking in landscape art. A sense of place and our relationship with nature.

Assessment Criteria	SIR marking in books	SIR marking in books	SIR marking in books	SIR marking in books	SIR marking in books	SIR marking in books
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Critical studies, looking at the portraits of Van Gogh, Picasso, Frieda Kahlo and Peter Blake. Studying the artists` techniques and ideas. Using a range of materials to increase student self-confidence. Learning about the proportions and structure of the head. Experimenting with different materials and producing a final self-portrait study.	Progressing with the theme of painting and colour mixing to create Van Gogh style portraits With expressive mark making. Experimenting with the theme of identity with Frieda Kahlo and producing colour studies of how the face changes with age. Students can work in a range of materials such as clay to make 3d heads and to construct personal objects.	Studying the work of Antonio Gaudi and Hundertwasser to compare different architectural styles and ideas. Using perspective drawing, first hand observation of the school. 3d shape and form. As well as experimenting with materials and techniques.	Being inspired by architects work to design and make their own 3d models using card and clay construction skills. Environmental issues through use of space and sustainability in architecture. Display and evaluation of final designs.	Studying the work of Van Gogh, Andre Derain. Making comparisons of the artists styles and influences. Observational studies of the school`s landscape in colour. Using the five senses to record moods and reaction to the landscape.	Producing painting outside in the school grounds and back in the art room. Creating lino prints of the lakes and woods, using an imaginative response. Working in clay as extension work to make small landscapes in Relief.
CROSS CURRICULAR (Interleaving)	Work with the History department on post modernism and modern art its connection with surrealism, cubism and	Historical reference to what was happening when the artists were alive. Use of Science in colour theory	Reference to History and architecture from different genres e.g. classical compared to modern. Use of Maths in measuring	Design and technology through construction techniques. Measuring in maths and perspective.	English through creative writing in response to the school`s grounds. Maths in relation to measurements and depth of field.	English through annotation of ideas. Measurements in maths, space and depth. PSHE relationship to nature and

	Futurism. Use of Maths for measurements and structure and improving English skills Through annotation. PSHE. Links to professional jobs in media and the creative arts such as photography, digital animation, designers.	Newton`s division of light. English skills for critical thinking and analysis. Use of design and technology with drawing and design packages. PSHE.	structures and vanishing points. Use of English through annotation, critical studies and reflections. Links to jobs in building and Architecture PSHE spiritual enrichment through creativity. ICT for word-processing.	Historical reference to Architecture. PSHE ethical consequences of buildings.	PSHE our spiritual and moral relationship to the landscape. Use of ICT for word processing / photography.	environmental issues. Discuss further education and links to profession of teaching, set design, professional artist.
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Objects and Viewpoints Explore and experiment with a range of familiar objects, observed and recorded directly from still-life. Research Cubist ideas of multi point perspective to	Objects and Viewpoints Explore the theme of cubism, experimenting with multi point perspective and constructing cubist guitars.	Animating art Explore impact and composition of the moving image. Analysis of paintings, film, cartoons, digital and other images from contemporary	Animating art Storyboards to explore an animation design and create a completed short animation sequence.	Shared view Ideas of Aboriginal Australian art and culture. Identity shared beliefs of ecology, spiritualism, mystery and sacred art that are site specific.	Shared view Continuing ideas influenced by Aboriginal artists and culture. Including rock painting, musical instruments and straw sculptures.

	represent shape, form and space.		visual culture e.g. CGI.			
Assessment Criteria	SIR marking PS levels	Written comments and student reflection	SIR marking	SIR marking	SIR marking	SIR marking
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Studying the work of Picasso and Juan Gris, comparing their different styles in Cubism. Producing observational drawings of musical instruments in a range of recycled materials. Working in collage and annotating findings.	Studying the work of George Braque and Picasso to design and make large cubist guitars in card And recycled materials inspired by the 1920s cubist movement. Researching, analysing and comparing skills.	Studying the work of Tim Burton, Wallace and Gromit, Nick Park, anime, Pixar and Disney animation. making flick books, moving figures, zoetrope's plasticine animation with cameras and films cameras.	Using the work of surrealism, modern animation, pop art, fauvism or futurism. Students to design and create their own short, animated film with sound using ICT.	Research of the Aboriginal dot paintings, maps and sculptures. Creating drawings, prints and paintings inspired by the aboriginal artist`s culture. Sketchbook work and ideas in clay.	Students constructing a temporary 3d sculpture, relief work and clay to communicate meaning in a design incorporating symbolism. Extension works to make musical instruments out of recycled materials
CROSS CURRICULAR (Interleaving)	English written ideas and critical reference personal opinions. Maths with measuring and construction. Science colour theory History with reference to	History of the 1920s great depression and the rise of modernist art in Paris with Picasso. English research skills. Maths measuring, shape and construction.	Media and photography of the twentieth century. Science of animation. English analysis and ideas. Maths for measuring the moving figure.	Science theories of movement Muybridge. English written ideas. Maths repeats patterns. Music for backing sound. Careers in Science,	PSHE spiritual; and moral. Geography of Australia. Literacy skills. Collaborative work and social skills Set designers, archaeologist	Spiritual and moral as well as ethics linked to our environment. Science and ecology. English through written reflection and comparison.

	cubism and modernism. Discussing Discuss professions in the creative world, designers, painters, set design, animators.	Professions in maths and engineering.	Music linked to sound and backing tracks.jobs in the creative media, arts and photography.	research and development.	correspondents travel writers.	History of the Aboriginal people.
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Life Events Self-exploration of ideas and events in life for image making A range of visual information e.g. photojournalism.	Conflict in art Study of the first world war artists and the vorticist movement. Comparison of the shelter drawings of henry Moore during the blitz.	Changing your style Investigating the influence of art from different cultures and traditions on fashion and design.	Changing your style Investigating fashion designers such as Art Nouveau and Art Deco as well as African fabric design.	Personal places/ Public spaces Explore experiences of public art. Explore different ways that ideas, beliefs and values are represented from different cultures in public art.	Personal places/Public Spaces Developing from the ideas stage to create site specific work that could be placed in the school grounds.
Assessment Criteria	SIR marking in books	Students' reflective comments	Teachers suggested improvements	PS levels linked to B-squared	Current grade	aspirational grad
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Development of a "life Events"	Studying the work of the WW 1	Research the ideas of fashion	Synthesise ideas from term Spring 1 to design and	Researching the work of public art such as	Studying the work of Andy Goldsworthy to

	Box that explores a particular event using appropriate mix of media, work carried out in sketchbooks and creating a 3d personal box with artwork In reference to Peter Blake`s work and Marcel Duchamp.	artists such as Percy Wyndham Lewis and German expressionism. Producing sketchbook ideas of battlefield art. Printmaking, 3d work and painting Studying the work of Henry Moore`s shelter studies.	to create an image of themselves as part of a different tribe. Design ideas, artist research, experimenting with fabrics and found materials.	make fashion garments and body adornment using traditional block printing techniques onto fabric. Students to wear outfits.	sculpture, lighting effects and sustainable art. designing sculptural ideas and creating maquettes.	make art in the school grounds with only natural materials to create work that is uplifting and of aesthetic value.
CROSS CURRICULAR (Interleaving)	Historical reference to surrealism and pop art English, literacy skills, Maths measuring and shape. CDT design and making. PSHE personal awareness and social context Carers in photography, journalism, magazine designer.	History reference to the first and second world wars. Literacy skills. Use of ICT for power points. PSHE moral and ethical. Jobs in History and historical research.	Reference to historical fashion. Annotation skills English. Maths measuring and cutting. Fashion designer, stylist, textiles artists and hat designers.	Multi- cultural reference to African design past and present. English evaluation skills. PSHE environmental effect of fashion. Jobs in textiles printing, technician, and fabric cutter.	PSHE sustainability of work in the environment. Geography and Humanities of social responsibility. English written ideas. ICT design packages. Graphic designers and package design.	Link with forest schools. Science and the natural world. English written ideas and word processing. Links to environmental professions TV work and documentary work.
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

Art and Design						
The art department teaches its students the National curriculum programme of the study of Art and Design and the GCSE art and Design course. Our aim is to provide a broad and balanced programme of study that engages our students and encourages them to develop their core art and creative skills. To possess an understanding of themselves so that they can communicate their ideas through visual language. Images and key themes are adapted where appropriate to meet the needs of individual groups. Throughout key stage four all students benefit from engagement with a wide range of artists designed to enable them to both acquire knowledge and build upon previous knowledge. Work is of a thematic nature with a cross-curricula themed approach to their learning, incorporating stimulating themes that build greater understanding of themselves and the world around them, incorporating life – skills opportunities and practical tasks. Throughout the two-year course all students are taught an understanding of the need to reinforce all visual work, incorporating artist research, experimentation, recording and producing final outcomes to their planning. Extended art opportunities are built into all schemes such as gallery visits and organising exhibitions and a chance to then reflect upon their learning. In addition, assessment opportunities are identified to monito and develop progress. Groups move through the programme at an appropriate pace to maximise learning with differentiated planning and flexibility is built into the following curriculum. The course is divided into the portfolio which is 60% of the final grade and an end of course exam which counts as the remaining 40%.						
YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Portfolio unit 1 Art in Nature An introduction to the GCSE course and its structure.	Portfolio unit 1-Art in Nature Begin A02 objective, experimenting with a range of materials and techniques, inspired. by the artist research.	Portfolio unit 1-Art in Nature Begin A03 objective-recording from ideas and experiences. Working from firsthand experience of the natural world.	Portfolio unit 1-Art in Nature Completing A03 recording ideas and observation, collecting resources from the natural world.	Portfolio unit 1 Art in Nature Begin studying A04 presentation of final ideas for the theme.	Portfolio unit 1 – Art in Nature Completion of final ideas in a range of medium, concluding learning.
Assessment Criteria	GCSE assessment levels 1-9 and assessment grid	GCSE assessment levels relating to	GCSE assessment targets relating to A03 recording	GCSE assessment targets relating to A03 levels 1-9.	GCSE assessment targets relating	GCSE assessment objectives and a final grade

	for A01- in sketchbooks.	AO2- experimentation			to A04 final ideas.	received from 1-9
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Students begin A01 – critical studies of artists such as Andy Goldsworthy, Matisse, Georgia O` Keefe, Aboriginal art, and Japanese art. Researching, analysing, and commenting upon the work.	A02- Studying a range of materials and disciplines such a painting, printmaking, sculpture, mixed- media, collage, textiles, found materials and photography.	A03- Recording from observation of natural objects and the natural world around the students. Drawing painting, and sculpting outside, by using natural materials and being inspired by Japanese art and the work of sculptors such as Andy Goldsworthy and Henry Moore.	A03- refining observation work through sketchbook studies, note taking and progression of ideas. Developing the sophistication of the work from sketches to drawings and more time spent refining work in planning for A04.	A04- Planning final ideas from the best of the work already produced. Preparing work on a larger scale which can be drawing, painting, sculpture, textiles or photography and accompanying ideas with notes and planning.	A04- producing large scale final pieces of work to conclude the theme. Using materials and techniques that are unfamiliar to move students out of their "comfort zone". Displaying completed work for final assessments and self-group criticism. When complete begin unit 2 project below.
CROSS CURRICULAR (Interleaving)	Incorporating maths skills through measurement, literacy skills through annotation, science with colour theory, Humanities through environmental issues.	Use of ICT skills through research and typing, use of the paint package for design work.	Science in relation to the study of nature, CDT in terms of sculpture, form, and materials.	Science in relation to anatomical study and the structure of natural forms. PE in terms of our relation to the physical world and movement.	Mathematics through measurement and planning. Food in terms of mixing different materials, natural dyes for example.	Looking at different cultures and experiences understanding how Artist sees the world differently, tolerance Group work and social understanding.

Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Portfolio unit 2- Me, Myself, and I Building on previous skills for A01 and A02.	Portfolio unit 2- Me, Myself, and I Progress with A03 and A04 skills to complete the portfolio.	Final exam Preparation Exam questions presented to students for planning.	Final exam preparation Planning for chosen theme A01, A02 and A03	Final exam and moderation A04- sitting the final 10-hour exam.	Course completed by end of May. Revision time.
Assessment Criteria	GCSE assessment targets and levels	GCSE criteria levels 1-9	GCSE assessment criteria	GCSE assessment- feedback to students	GCSE final grade assessment for June moderation	completed
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Studying A01 and A02- the work of artist and designers who have used themselves as their subject- such as Ya Yoi Kusama, Van Gogh, Rembrandt, Hannah Hock, Ron Mueck, Alison Lambert. Experimenting with materials.	Studying A03 and A04- observing and recording the world around you learning to select relevant stimulus linked to students' personal interests. Producing final portraits about themselves and their lives, using personal interests and collections.	Comprehending the question paper, choosing a relevant question, and brainstorming ideas. A01- begin artist study suggested by the paper and analyse their work. A02- begin experimenting with materials relevant to the task.	A03- Recording ideas, observations, and insights relevant to the student intentions as work progresses. Including drawings, photographs, collage, rubbings, paintings. Refer to artists for techniques and inspiration.	A04- producing the final exam piece in chosen materials during a ten-hour exam culminating in the best ideas form previous study.	completed

CROSS CURRICULAR (Interleaving)	Cross curricula with Humanities and the culture, lives, and ideas of artists. Historical, political, and Geographical references.	Cross curricula with mathematics through measurements, English through themes and literature, personal thoughts through writing.	Cross curricula with CDT through design, planning and use of materials.	Cross curricula with music, composition, form, mood, and tone.	PE self-discipline, remain calm under a pressured situation.	
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	

Construction Department						
In the Construction Faculty it teaches its students the Farney Close programme of study for LASER's Learning, Employability and Progression (LEAP) qualification in Construction. This programme has been designed with flexibility in mind. Our aim is to provide a broad and balanced programme of study that engages our students and encourages them to develop their skills and understanding of themselves and others so that they are able to communicate their ideas, needs and emotions as fluently as possible. Texts and key themes are adapted where appropriate to meet the needs of individual groups. In year 10 option groups students benefit from learning about the tools, equipment and materials used and the techniques needed to tackle the practical tasks before being faced with the majority of the Theory work in year 11. This is to enable them to grasp an understanding of Construction at their own pace and without the added pressure of the theory aspect. Year 11 option groups students benefit from engagement with a wide range of texts designed to enable them to both acquire knowledge and building on what they already know. Groups work with a cross -curricular (in particular Science and Mathematics) themed approach to their learning incorporating stimulating worksheets/workbooks that fit with the themes and build greater understanding of themselves and the world around them, incorporating life -skills opportunities and practical tasks. Throughout each year group all students are taught with an understanding of the need to reinforce all practical tasks incorporating individual learning styles and communication methods. Extended learning opportunities are built into all schemes of work as well as opportunities for students to reflect on their learning. In addition, assessment opportunities are identified to monitor progress.						
YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Health & Safety. Tools, Materials, Equipment & their uses.	Tools, Materials, Equipment & Their Uses. Basic Bricklaying.	Basic Bricklaying.	Basic Bricklaying.	Complex Bricklaying.	Start of LASER units
Assessment Criteria	Health & Safety Test SIR Questions	Tools & Materials worksheet SIR Questions	Laying one course of four bricks SIR Questions	Building a Four-brick wall Three courses high SIR Questions	Building a three-brick hollow pillar, three courses high SIR Questions	End of year Test SIR Questions
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Discussions and test re: Health & Safety. Learning the Tools, Materials and equipment	Learning the Tools, Materials and equipment needed.	Using prior learning to create basic constructions from brick. Build a half brick	Using prior learning to create basic constructions from brick. Build a half brick	Using prior learning to create basic constructions from brick.	Group discussions re: the units covered and the student's

	needed. Learning the Techniques used in the trade.	Learning the Techniques used in the trade. (V-shaped trough, Laying the first brick, stretcher bond, Jointing, etc.)	wall three courses high four bricks long.	wall with a corner.	Build a half brick, three brick square, six courses high hollow pillar.	ability to complete these. Looking at the Worksheets, workbooks, write-ups and examples.
CROSS CURRICULAR (Interleaving)	Mathematics – Measuring, angles. Science – Viscosity/ consistency. Geography/Science – weather impact	Mathematics – Measuring, angles. Science – Viscosity/ consistency. Geography/Science – weather impact	Mathematics – Measuring, angles. Science – Viscosity/ consistency. Geography/Science – weather impact	Mathematics – Measuring, angles. Science – Viscosity/ consistency. Geography/Science – weather impact	Mathematics – Measuring, angles. Science – Viscosity/ consistency. Geography/ Science – weather impact	English/literacy ICT Science Mathematics
Gatsby Benchmarks	4, 5, 7	4, 5, 7	4, 5, 7	4, 5, 7	4, 5, 7	4, 5, 7

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Recap. Begin Construction unit WJC350: Brickwork.	Move onto Construction unit WJC454: Building and Construction.	Begin Construction unit WJC722: Brickwork: Building a Half Brick Wall.	Move onto Construction unit WJC616: Brickwork: Assisting Workshop Practice.	Construction unit WJC245: Brickwork: Building a Thee Brick Square Hollow Pillar.	Complete any unfinished work in their folders.
Assessment Criteria	Tools & Materials Test SIR Questions	Housekeeping SIR Questions	Building a half-brick wall, three	Dismantle a small section of wall SIR Questions	Build a half brick, three brick square,	Laser Assessment.

			courses high, four bricks long. SIR Questions		six courses high hollow pillar. SIR Questions	
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Practical for assessment. Completing workbook for unit WJC350.	Practical for assessment. Completing workbook for unit WJC454.	Practical for assessment. Completing workbook for unit WJC722.	Practical for assessment. Completing workbook for unit WJC616.	Practical for assessment. Completing workbook for unit WJC245.	Completing any outstanding work in workbooks/folders.
CROSS CURRICULAR (Interleaving)	ICT Mathematics Science English/Literacy	ICT Mathematics Science English/Literacy	ICT Mathematics Science English/Literacy	ICT Mathematics Science English/Literacy	ICT Mathematics Science English/Literacy	ICT Mathematics Science English/Literacy
Gatsby Benchmarks	4, 5, 7	4, 5, 7	4, 5, 7	4, 5, 6, 7	4, 5, 7	4, 5, 7

Design Technology						
The Design Technology Department teaches its students the National Curriculum programme of study for DT. Our aim is to provide a broad and balanced programme of study that engages our students and encourages them to develop their core art skills and understanding of themselves so that they can communicate their ideas through visual language. Images and key themes are adapted where appropriate to meet the needs of individual groups. In Key Stage 3 & 4 students benefit from engagement with a wide range of FPT (Focused Practical Tasks) designed to enable them to acquire both knowledge and build on what they already know. Thematic groups work with a cross-curricular themed approach to their learning incorporating stimulating themes that build greater understanding of themselves and the world around them, incorporating life-skills opportunities and practical tasks. Throughout each key stage all students are taught with an understanding of the need to reinforce all visual work incorporating research into design problems, development of ideas and prototyping, recording and producing final outcomes. Extended design and manufacture opportunities are built into all schemes of work as well as opportunities for students to reflect on their learning. In addition, assessment opportunities are identified to monitor progress. Groups move through the programme at an appropriate pace to maximise learning with differentiated planning and flexibility is built into the following programme.						
YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Endangered Animal Puzzle Project	Endangered Animal Puzzle Project	Graphic Communication Skills 1	Graphic Communication Skills and Prototyping 1	Clock and frame Project	Clock and frame Project
Assessment Criteria	Final design outcome (AO1, AO3)	Manufactured product outcome (AO2, AO4)	Independent drawing task 1 (AO4)	Prototype product outcome (AO2, AO4)	Design analysis & Evaluation (AO1, AO3)	Manufactured product outcome (AO2, AO4)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1, AO2, AO3 Looking at endangered wildlife, cause and effect. Design and make of a puzzle product highlighting awareness.	AO2, AO3, AO4 Exploring product packaging from aesthetic and informative points. Design and make of a package suiting the puzzle product.	AO4 A focus on simple 2D & 3D communication techniques. Computer Aided Design skills for quick prototyping.	AO2, AO4 Exploring the introduction of new products to a market. Designing and making a CAD-CAM based promotional item to launch a new product.	AO1, AO2, AO3 A focus on using computer aided design and manufacture to create a clock face.	AO2, AO3, AO4 A focus on preparing timber joints to create a clock frame with standard components to support.

CROSS CURRICULAR (Interleaving)	PSHE (SMSC)	Art, Maths (measurement)	Art, ICT	PSHE (SMSC)	ICT, Maths (space)	Art, Maths (measurement)
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Desk Organiser Project	Desk Organiser Project	Graphic Communication Skills 2	Graphic Communication Skills and Prototyping 2	Shop Front Project	Shop Front Project
Assessment Criteria	Final Design Outcome (AO1, AO3)	Manufactured Product Outcome (A02, AO4)	Independent drawing task 1 (AO4)	Prototype product outcome (AO2, AO4)	Design analysis & Evaluation (AO1, AO3)	Manufactured Product Outcome (AO2, AO4)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1, AO2, AO3 Building on Year 7 timber skills. Thoughts and observations on users' want and needs in their environment.	AO2, AO3, AO4 A focus on identifying common timber joints. Marking and preparing and finishing of timber. Use of CAD-CAM.	AO4 A focus to develop communication techniques further, using internationally recognised drawing techniques.	AO2, AO4 Use of materials suitable for prototypes / mock-ups. Construction of a prototype product suitable for basic testing.	AO1, AO2, AO3 Opportunity to apply graphic skills to creating a mixed material shop front Descriptive analysis of existing buildings.	AO2, AO3, AO4 Use of available materials and processes. Further 2D-Design application experience.
CROSS CURRICULAR (Interleaving)	PSHE (SMSC), English	Art, Maths (measurement)	Art, Maths (shape & space)	Art	English, Art, ICT, Maths (space)	Art, ICT, Maths (space)

Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Task Lamp Project	Task Lamp Project	Graphical Communication Skills and Modelling 3	Iconic Design-Redesign Project	Sliding Pencil Box Project	Sliding Pencil Box Project
Assessment Criteria	Final Design Outcome (AO1, AO3)	Manufactured Product Outcome (A02)	Independent drawing task 1 (AO4)	Remodelled prototype product outcome (AO2, AO4)	Design analysis & Evaluation (AO1, AO3)	Manufactured Product Outcome (AO2, AO4)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1, AO2, AO3 A look into specific lighting products and the opportunity for students to redesign into more purposeful items. Development of design work by graphical and cardboard prototyping.	AO2, AO3, AO4 Learning further 2D-Design skills. Manufacturing - combining timber and polymers into a task lamp product.	AO4 A focus to develop communication techniques further, using modelling materials.	AO1, AO2, AO3 Students analyse successful and historical design products, before redesigning and modelling using appropriate materials.	AO1, AO2, AO3 Building on Year 8 timber skills and Iconic Redesigning. Opportunity to update a popular 'old' product using one of a number of taught historic design movements.	AO2, AO3, AO4 Building on Year 8 timber skills and Iconic Redesigning. Opportunity to update a popular 'old' product using one of a number of taught historic design movements.
CROSS CURRICULAR (Interleaving)	PSHE (SMSC), English	Art, Maths (measurement)	Art, Maths (shape & space)	PSHE (SMSC), English	PSHE (SMSC), English	
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

Design Technology

The Design Technology Department teaches its students the National Curriculum programme of study for DT. Our aim is to provide a broad and balanced programme of study that engages our students and encourages them to develop their core art skills and understanding of themselves so that they can communicate their ideas through visual language. Images and key themes are adapted where appropriate to meet the needs of individual groups. In Key Stage 3 & 4 students benefit from engagement with a wide range of FPT (Focused Practical Tasks) designed to enable them to acquire both knowledge and build on what they already know. Thematic groups work with a cross-curricular themed approach to their learning incorporating stimulating themes that build greater understanding of themselves and the world around them, incorporating life-skills opportunities and practical tasks. Throughout each key stage all students are taught with an understanding of the need to reinforce all visual work incorporating research into design problems, development of ideas and prototyping, recording and producing final outcomes. Extended design and manufacture opportunities are built into all schemes of work as well as opportunities for students to reflect on their learning. In addition, assessment opportunities are identified to monitor progress. Groups move through the programme at an appropriate pace to maximise learning with differentiated planning and flexibility is built into the following programme.

In terms of the four Assessment Objectives used in the GCSE programme: • AO1: Identify, investigate and outline design possibilities to address needs and wants. • AO2: Design and make prototypes that are fit for purpose. • AO3: Analyse and evaluate: • design decisions and outcomes, including for prototypes made by themselves and others • wider issues in design and technology. • AO4: Demonstrate and apply knowledge and understanding of: • technical principles • designing and making principles. These objectives are used in each design project to highlight and spiralise the expected learning from Key Stage 3.

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Theoretical learning - 3.1 Core Technical Principles	Theoretical learning - 3.1 Core Technical Principles	Theoretical learning 3.2	Theoretical learning 3.2	Theoretical Learning 3.3	Theoretical Learning 3.3
Assessment Criteria	Manufactured product outcome (AO2, AO4)	Examination paper mixed questions – 30 marks (AO3, AO4)	Research and design work (AO1)	Examination paper mixed questions – 30 marks (AO3, AO4)	Outcome quality of practical processes (AO2, AO4)	Examination paper mixed questions – 30 marks (AO3, AO4)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1, AO2, AO4 -New and emerging technologies	AO2, AO3, AO4 -Systems approach to designing	AO1, AO2, AO3, AO4	AO2, AO3, AO4 -Using and working with materials	AO1, AO2, AO4 -Investigation, primary and secondary data	AO4 -Selection of materials and components

	-Energy generation and storage -Developments in new materials Practical Skills: mixed timber design and make project.	-Mechanical devices -Materials and their working properties. Practical Skills: mixed timber design and make project.	-Selection of materials or components -Forces and stresses -Ecological and social footprint -Sources and origins Practice NEA style project. Learning iterative thinking. Investigation of a given theme.	-Stock forms, types and sizes -Scales of production -Specialist techniques and processes -Surface treatments and finishes. Practice NEA style project. Learning iterative thinking. Investigation.	-Environmental, social & economic challenge -The work of others -Design strategies -Communication of design ideas -Prototype development Short focused practical skills	-Tolerances -Material management Short focused practical skills
CROSS CURRICULAR (Interleaving)	Art, Maths, PSHE (SMSC), Science	Art, Maths, PSHE (SMSC), Science, Construction	Art, Maths, ICT, Science	Art, PSHE (SMSC), Maths, Construction	Art, PSHE (SMSC), ICT, Maths	Art, PSHE (SMSC), Maths, Construction
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Non-examination Assessment	Non-examination Assessment	Non-examination Assessment	Non-examination Assessment	Examination Preparation	Examination Preparation
Assessment Criteria	Investigation of Design Brief - NEA (AO1)	Generation of Final Design solution – NEA (AO1)	Prototype of product outcome - NEA (AO2)	Evaluation of final product outcome - NEA (AO3)	Response to 4-8 mark graphic based question (AO4)	Response to 4-8 mark analysis question (AO3,AO4)

BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1, AO3, AO4 Exploring the brief -Specialist tools and equipment -Specialist techniques and processes.	AO2, AO3, AO4 Creating ideas and Development.	AO2, AO4 Prototyping and Manufacturing.	AO3 Evaluation of project and finishing up.	AO4 Examination Revision & Technique.	AO3, AO4 Examination Revision & Technique.
CROSS CURRICULAR (Interleaving)	PSHE (SMSC), English	Art, English, Maths, ICT	Art, Maths, Construction, ICT	Art, English, PSHE (SMSC), ICT	Art, English, Maths	PSHE (SMSC), English, Construction, Science
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

English
In Primary we use the National Curriculum as the basis for our teaching. We seek to provide a broad and balanced program me of study that will engage students and develop their core skills and understanding of themselves and others so that they are able to communicate their ideas, needs and emotions as fluently as possible. Texts are chosen to engage and stimulate and to meet individual needs. We make links to reading, writing and speaking and listening objectives from the National Curriculum, via and explicitly from our chosen texts. Language skills are essential to participating fully as a member of society and therefore these skills are prioritised. Pupils work with a cross -curricular themed approach to their learning encompasses stimulating texts that fit with the themes and build greater understanding of themselves and the world around them, incorporating life -skills opportunities and practical tasks. Throughout each key stage all students are taught with an understanding of the need to reinforce all written tasks incorporating individual learning styles and communication methods. Extended writing opportunities are built into all schemes of work as well as opportunities for students to reflect on their learning. In addition, assessment opportunities are identified to monitor progress. AO1: Identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts. AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. AO4: Evaluate texts critically and support this with appropriate textual references. AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. AO7: Demonstrate presentation skills in a formal setting. AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations. AO9: Use spoken Standard English effectively in speeches and presentations. [See the English Department Curriculum Statement and Aims for further information]

YEAR 5	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	The Lost Thing By Shaun Tan	The Lost Thing By Shaun Tan A Christmas Carol By Charles Dickens	Scott of the Antarctic's Deadly Race to the South Pole (Graphic Novel)	Scott of the Antarctic's Deadly Race to the South Pole (Graphic Novel)	Rain Player By David Wisniewski	Rain Player By David Wisniewski
Assessment Criteria	Paper 1 Question 2 Writer's use of language	Paper 2 Question 4 Comparison – Victorian/Modern Christmas	Paper 1 Question 5 (Description) Speaking Assessment	Paper 2 Question 1 True or False	Paper 1 Question 1 Info Retrieval	Paper 2 Question 5 Non-Fiction (Water Cycle)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1, AO2, AO3	AO1, AO9	AO1, AO4, AO9	AO1, AO8	AO1, Ao4, AO8	AO1, AO4, AO5, AO6, AO7
CROSS CURRICULAR (Interleaving)			Geography	Geography	History	Science
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Coming to England by Floella Benjamin	Coming to England by Floella Benjamin	I Had a Dream by Martin Luther King (non-fiction)	Barack Obama's inauguration speech (non-fiction) And	The Highwayman by Alfred Noyes And The Highway Rat by Julia Donaldson	The Highwayman by Alfred Noyes And The Highway Rat by Julia Donaldson

				Donald Trump's inauguration speech (non-fiction)		
Assessment Criteria	Paper 1, Question 1 Info retrieval	Paper 1, Question 2 How does the writer use language	Paper 2, Question 5 Non-fiction (DAFORREST)	Speaking assessment (performance) Paper 2, Question 4 Comparison	Paper 2, Question 1 True or false	Paper 1, Question 5 Story or description (SHAMPOO)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1, AO2	AO1, AO2, AO4	AO1, AO2, AO4, AO7, AO8	AO1, AO2, AO3, AO4, AO7, AO8, AO9	AO1, AO2, AO4	AO1, AO2, AO4
CROSS CURRICULAR (Interleaving)	Geography, History	Geography, History	History	History		
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

English
In the ENGLISH Department it teaches its students the National Curriculum programme of study for English. Our aim is to provide a broad and balanced programme of study that engages our students and encourages them to develop their core skills and understanding of themselves and others so that they are able to communicate their ideas, needs and emotions as fluently as possible. Texts and key themes are adapted where appropriate to meet the needs of individual groups. In Key Stage 3, and 4, students benefit from engagement with a wide range of texts designed to enable them to both acquire knowledge and building on what they already know. We teach a love of language and literature through key texts and reading both whole texts and extracts to the year groups from them. We make links to reading, writing and speaking and listening objectives from the National Curriculum; via and explicitly from our chosen texts. Language skills are essential to participating fully as a member of society and therefore these skills are prioritised. Pupils work with a cross -curricular themed approach to their learning encompasses stimulating texts that fit with the themes and build greater understanding of themselves and the world around them, incorporating life -skills opportunities and practical tasks. Throughout each key stage all students are taught with an understanding of the need to reinforce all written tasks incorporating individual learning styles and communication methods. Extended writing opportunities are built into all schemes of work as well as opportunities for students to reflect on their learning. In addition, assessment opportunities are identified to monitor progress. [See the English Department Curriculum Statement and Aims for further information. AO1: Identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts. AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. AO4: Evaluate texts critically and support this with appropriate textual references. AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. AO7: Demonstrate presentation skills in a formal setting. AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations. AO9: Use spoken Standard English effectively in speeches and presentations. [See the English Department Curriculum Statement and Aims for further information]

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Harry potter and the philosopher's stone	Harry potter and the philosopher's stone	Introduction to Poetry Talking turkeys and other poems	Introduction to Drama Blood Brothers	Blood Brothers	Gothic literature The Raven
Assessment Criteria	Paper 1 question 1	Paper 1 question 2 (Paper 2 question 3)	Speaking assessment (performance poetry)	Speaking assessment (performance)	Literature character question (open text)	Literature extract question (open text)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts. AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.	AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts. AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.	AO7: Demonstrate presentation skills in a formal setting AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations. AO9: Use spoken Standard English effectively in speeches and presentations.	AO7: Demonstrate presentation skills in a formal setting AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations. AO9: Use spoken Standard English effectively in speeches and presentations.	AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to	AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to

	AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4: Evaluate texts critically and support this with appropriate textual reference.	AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4: Evaluate texts critically and support this with appropriate textual references.			create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
CROSS CURRICULAR (Interleaving)	PSHE	PSHE	Geography, History, PSHE, Art, Music	Geography, History, PSHE	Geography, History, PSHE	History, PSHE
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Animal Farm	Animal Farm	A Midsummer night's dream	A Midsummer night's dream	Creative writing fiction	Poetry Medusa River God Horse Whisperer
Assessment Criteria	Paper 1 question 3	Paper 1 question 4	Passage & question	Whole text question	Paper 1 question 5	Individual poem question
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts. AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. AO3: Compare writers' ideas and	AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different text AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. AO3: Compare writers' ideas and	AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using	AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using	AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6: Candidates must use a range of vocabulary and	AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using

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CROSS CURRICULAR (Interleaving)	PSHE, History	PSHE, History	PSHE, History	PSHE, History		Geography, History, PSHE, Art, Music
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Of Mice and Men	Persuasive writing and other Non-fiction	Macbeth	Macbeth	Creative writing non-fiction	Poetry Anthology London Ozymandias My Last Duchess
Assessment Criteria	Paper 1 reading section	Paper 2 reading section	Passage & question	Whole text question	Paper 2 Question 5	Individual poem question
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts. AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. AO3: Compare writers' ideas and	AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts. AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. AO3: Compare writers' ideas and	AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using	AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using	AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6: Candidates must use a range of vocabulary and	AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using

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CROSS CURRICULAR (Interleaving)	Geography, History, PSHE		PSHE, History	PSHE, History		History, Geography, PSHE
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

English
In the ENGLISH Department it teaches its students the National Curriculum programme of study for English. Our aim is to provide a broad and balanced programme of study that engages our students and encourages them to develop their core skills and understanding of themselves and others so that they are able to communicate their ideas, needs and emotions as fluently as possible. Texts and key themes are adapted where appropriate to meet the needs of individual groups. In Key Stage 3, and 4, students benefit from engagement with a wide range of texts designed to enable them to both acquire knowledge and building on what they already know. We teach a love of language and literature through key texts and reading both whole texts and extracts to the year groups from them. We make links to reading, writing and speaking and listening objectives from the National Curriculum; via and explicitly from our chosen texts. Language skills are essential to participating fully as a member of society and therefore these skills are prioritised. Pupils work with a cross -curricular themed approach to their learning encompasses stimulating texts that fit with the themes and build greater understanding of themselves and the world around them, incorporating life -skills opportunities and practical tasks. Throughout each key stage all students are taught with an understanding of the need to reinforce all written tasks incorporating individual learning styles and communication methods. Extended writing opportunities are built into all schemes of work as well as opportunities for students to reflect on their learning. In addition, assessment opportunities are identified to monitor progress. [See the English Department Curriculum Statement and Aims for further information. AO1: Identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts. AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. AO4: Evaluate texts critically and support this with appropriate textual references. AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. AO7: Demonstrate presentation skills in a formal setting. AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations. AO9: Use spoken Standard English effectively in speeches and presentations. [See the English Department Curriculum Statement and Aims for further information]

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Poetry Anthology Checking out me History Kamikaze Charge of the Light brigade Remains	An Inspector Calls JB Priestly	Paper 1 skills and practice	Paper 2 skills and practice	Poetry Anthology Exposure Bayonet Charge The Emigree War Photographe Poppies	Speaking and Listening / Macbeth
Assessment Criteria	Comparison question	Exam style question (open book)	Mock paper	Mock paper	Comparison question	NEA speaking and listening external exam
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used	AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used	AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts. AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to	AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts. AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to	AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used	AO7: Demonstrate presentation skills in a formal setting. AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations. AO9: Use spoken Standard English effectively in speeches and presentations.

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CROSS CURRICULAR (Interleaving)	History, Geography, PSHE	History, PSHE, RE			History, Geography, PSHE	History, PSHE, RE
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Macbeth	A Christmas Carol	Poetry Anthology Storm on the Island Extract from the prelude Tissue	Literature revision	Language revision	Final exam preparation
Assessment Criteria	Exam style question (closed book)	Exam style question (closed book)	Exam style question (closed book)	Literature Mock Paper 1 and 2	Language Mock Paper 1 and 2	Final exam
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to	AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to	AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to	AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to	AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts. AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	

	create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. AO4: Evaluate texts critically and support this with appropriate textual references. AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support	

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CROSS CURRICULAR (Interleaving)	History, PSHE, RE	History, PSHE, RE	History, Geography, PSHE	History, Geography, PSHE, RE		
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

Food Technology

During Key stage 3 students learn to make a variety of savoury and sweet dishes. They develop essential knife skills which enable them to prepare fruit, vegetables and meat safely and hygienically. Students also learn how to operate the hob and oven safely and effectively to produce good quality dishes. Students are encouraged to adapt existing recipes which enable them to create new and imaginative products while considering nutrition, sustainability, cost and dietary needs. To develop and foster an interest in and love of food that equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition, and healthy eating. Key stage 4 focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. The following Assessment Objectives will be used.

- AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.
- AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.
- AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.
- AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.

Topics on GCSE Specification

1. Food, nutrition and health
2. Food Science
3. Food safety
4. Food choice
5. Food Provenance.

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Food safety. Health and Safety	Evaluation skills	Macronutrients	Healthy Eating	Timelines	Food choice
Assessment Criteria	AO1 and AO3 To demonstrate importance of Food Safety. State the 3 types of contamination.	AO4 and AO3 To evaluate products using Sensory Analysis. Explain how to modify recipes.	AO4, AO2 and AO3 List the functions main sources effects of deficiency and excess of Protein,	AO1 and AO3 State the current guidelines for a healthy diet e.g. Eatwell plate. Analyse how diet can affect	AO2, AO3 and AO4 Demonstrate how quality control can be identified throughout making task. Evidence dovetailing.	AO3 and AO4 Explain how Food choice related to religion, culture, ethical and moral beliefs

	Demonstrate Health and Safety showing compliance with knife techniques. State and understand units of measurement to be applied during making task.		Fat, Carbohydrates. List the RDA for each	health and how nutritional needs change in relation to medical conditions e.g. Diabetes.		and medical conditions.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Knowledge of how to prevent bacterial, physical, and chemical contamination. Application of knowledge- safe and efficient knife grips and cutting. Weighing and measuring Making: Fresh Fruit Salad. Healthy biscuits. Fairy Cakes.	Plan, prepare and make Christmas Cake Skills: Perform sensory analysis on their cooked products. Application of knowledge of how sensory analysis can inform improvements and modifications. Making: Focaccia, Pizza, cheese and basil quiche.	Skills: State and give examples of Protein, Carbohydrates and Fats. Explain the function of each of the Macronutrients. Know the RDA of each according to Heathy Eating Advice. Making: Shortbread, Fruity Muffins, Pasta in Tomato Sauce	Skills: Identifying the benefits of a healthy diet. Knowledge of how diet can be related to negative health outcomes. Making: High Fibre Apple Crumble, Egg experiments, Easter Cakes	Skills: Completion of timeline/production plan. Identifying processes and quality control. Making: Banoffee Pie, Potato Bravas, Quesadilla	Skills: To identify the factors that affect Food Choice. Exploring social justice and the principles of Fairtrade. Making: Roasted vegetable cous cous, KFC Chicken, Savoury Scones
CROSS CURRICULAR (Interleaving)	Science	Science	Science, PE, PSHE	Science	Maths	PSHE

Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Functions of ingredients	Multicultural Foods and Environmental effects	British and International Cuisine	Religious Diets	Heat Transferences	Food Labelling
Assessment Criteria	AO1and AO3 Explain the scientific principles underlying the processes when preparing and cooking food Explain the working characteristics, functional and chemical properties of carbohydrates.	AO3 and AO4 Explain the benefits of seasonal foods. Explain the term Food Miles and the effect of an increased carbon footprint with imported foods. Analysis of food waste in the home/food production/retailers.	AO3 and AO4 Evaluate different aspects, distinctive features and characteristics of British and international cuisine. Analysis of traditional and modern variations of recipes.	AO3 and AO4 Explain religious factors that link food choice concerning the to the following religions and cultures: Buddhism, Christianity, Hinduism, Islam, Judaism, Rastafarianism and Sikhism.	AO2 and AO3 Explain the reasons why food is cooked Explain the different methods of heat transfer. Analyse the effect of conduction, convection, radiation when cooking food.	AO3 and AO4 List mandatory information included on food packaging in accordance with current European Union and Food Standards Agency (FSA) legislation Interpret nutritional labelling Explain how food marketing can influence food choice.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Functions of ingredients:	Plan, prepare and make Christmas Cake	To research, plan, prepare and evaluate a	To identify how religion may affect diet and to research,	Heat Transferences To list and	Food Labelling: To analyse what is required by

	To research the Functions of Ingredients. Skills: Application of knowledge of Functions of ingredients in Bread making. Exploring biological raising agents and gluten developments. How to develop recipes and make modifications. Evaluate products made using sensory analysis. Making: Focaccia, Pizza, Chelsea Buns	To analyse Food trends and evaluate environmental impact associated with imported foods. Skills: Application of knowledge of how and why multicultural foods have gained popularity. Analysing the environmental issues concerned with imported foods. Making: Egg Fried Rice, Bombay Potatoes Quesadilla.	range of dishes from around the world. Skills: Conducting purposeful research, technical making skills. Making: Students to choose 2 multicultural dishes and one traditional British food.	plan, prepare and evaluate a dish suitable for a chosen religion. Skills: Conducting purposeful research, technical making skills, Making: Students informed by research to choose 3 dishes suitable for 3 different religions	explain the 3 methods of heat transfer. Skills: List and explain Conduction, Convection, and Radiation. Understand how cooking methods change nutritional values and sensory appeal. Making: Egg experiment, Victoria Sandwich, Savoury Scones,	law when labelling foods. Skills: Evaluate dishes high in salt. sugar, and fat. Making: Burger, Pasta Bake, Rocky Road
CROSS CURRICULAR (Interleaving)	Science	PSHE, Geography	PSHE, Geography, Art,	RE	Science, PSHE	PSHE
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Health and Diet	Saturated and Unsaturated fat	Cake making methods	Raising agents	Food provenance	Food choice Allergies/intolerance
Assessment Criteria	AO1 and AO3 Evaluate nutritional needs for the different life stages. Investigate factors which affect the BMR, such as age, gender and PAL. Plan, make and modify dishes calculating energy and nutritional values	AO1 and AO3 State the differences between saturated and unsaturated fats. (monounsaturated and polyunsaturated) Modifying recipes to reduce saturated fat content. Explain the health impact of a high fat diet	AO2 and AO3 Explain the scientific principles underlying the processes when preparing and cooking food. Explaining and comparing the difference between chemical, biological and mechanical raising agents Evaluation of how making techniques and processes effect sensory appeal of foods.	AO2 and AO3 Explain the working characteristics, functional and chemical properties of raising agents Explaining and comparing the difference between chemical, biological and mechanical raising agents Evaluation of how making techniques and processes effect sensory appeal of foods.	AO3 and AO4 Investigate and compare farming methods free range intensive farming sustainable fishing Explaining the advantages and disadvantages of local produced foods, seasonal foods and Genetically Modified (GM) foods. Modify recipes to include plant proteins	AO3 and AO4 Explain factors that affect food choice linked to food intolerances (gluten and lactose) and the following allergies: nuts, egg, milk, wheat, fish and shellfish. Select, modify and make recipes for different dietary groups
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Health and Diet Skills: To research	Saturated and Unsaturated fat	Cake making methods Skills:	Raising agents Skills: To explain the	Food provenance Skills:	Food choice Skills: To explain

	current Government Healthy Eating Advice. Application of knowledge of diet related diseases. State Recommend guidelines for a healthy diet; identify how nutritional needs change due to age, lifestyle choices and state of health. Making: Vegetable stir fry, Quesadilla, Chicken Goujons	Plan, prepare and make Christmas Cake Skills: To understand the function of fat in the diet and cooking. To plan a balanced diet; sound awareness of other common dietary issues including coronary heart disease (CHD), Making: Homemade Burger experiment, Fatless sponge, Fruit Flan	To explain different cake making methods. To analyse the function of Fat in cooking, how fat changes sensory appeal and nutritional values. Explore how to modify recipe to increase nutritional values Making: Victoria Sandwich, Swiss Roll, Brownies, Scones	characteristics of the 3 classifications of raising agents Application of knowledge of Chemical, Biological and Mechanical Raising Agents Making: Chelsea Buns, Strawberry Roulade, Carrot cake.	To explore where food comes from. Ethical and moral beliefs Farm to Fork Grow your own, GM Foods, plant proteins Making: Vegetarian foods using plant protein	what influences Food Choice Apply reasons for choice principles. Awareness of the impact advertising can have on food choices. Ethical purchasing.
CROSS CURRICULAR (Interleaving)	PSHE	Science, PSHE	Science	Science	Geography, PSHE	Geography
Gatsby Benchmarks	4,7	4,7	4,7	4,7	4,7	4,7

Food Preparation and Nutrition

The GCSE Food Preparation and Nutrition specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The majority of the specification will be delivered through preparation and making activities. Students must be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

Assessment Objectives AQA Specification Food Preparation and Nutrition

- AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.
- AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.
- AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.
- AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.

Topics on GCSE Specification

1. Food, nutrition and health
2. Food Science
3. Food safety
4. Food choice
5. Food Provenance.
6. Food preparation and cooking techniques

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Food Safety Nutritional Needs	Food Science Preparation for NEA1	Food Choice	Food Provenance	NEA 2 Using Design Brief practice	NEA 2 Using Design Brief practice
Assessment Criteria	AO1 Explain how life stages affect nutritional needs (Teenager project) Research	AO1 Explain through investigation function of ingredients. Understand how to conduct accurate research	AO4 Explain how factors can influence Food choice. Analysis of cultural, religious, moral, ethical	AO4 Explain environmental impact and sustainability of food. Explain seasonal foods	AO2 and AO3 Practice NEA 2 Students will produce a concise portfolio. Students will prepare, cook	AO2 and AO3 Practice NEA 2 Students will produce a concise portfolio. Students will prepare, cook

	Design and Plan working with set design briefs. AO4: Analyse and evaluate suitability of dishes to meet the demands of the design brief.	using a set design brief. Explore the working properties of food that have been tested in a fair unbiased way. Understand how to create a hypothesis. Demonstrate how experiments can be fair using control variables. Analysis and evaluation of the results to inform if the hypothesis has been proven/disproven	beliefs in relation to Food choice. Explain how lifestyle and particular medical needs can affect choice Explain what is a food allergy and a food intolerance. Understand sensory testing methods-how taste receptors and olfactory systems work when tasting food	sustainability e.g. fish farming compare organic foods and non organic foods. Identify the reasons for buying locally produced food. Evaluate how to reduce food waste in the home/food production/retailers . Explain the notion of carbon footprint linking to food behaviour and production. Demonstrate knowledge of technological advances in Food production e.g. GM Foods, Plant proteins.	and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved. On completion of the making of the final dishes, students will analyse and evaluate the outcomes through sensory testing, nutritional analysis costing and identify improvements to their dishes. A menu is a selection of three dishes that are produced to meet the demands of the chosen task.	and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved. On completion of the making of the final dishes, students will analyse and evaluate the outcomes through sensory testing, nutritional analysis costing and identify improvements to their dishes. A menu is a selection of three dishes that are produced to meet the demands of the chosen task.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Application of knowledge of the relationship	Skills: Application of knowledge of heat transfer.	Skills: Personal, social and economic factors,	Skills: Food Sources,	Skills: How to research using	Skills:

	between diet and health. Major diet-related health issues. Nutritional needs when selecting recipes for different groups of people. Conditions and control for bacterial growth. Growth conditions and control for mould growth and yeast production. Signs of food spoilage. Helpful properties of microorganisms in food production Modifying recipes and meals to follow current dietary guideline. Making: Chicken Goujon, Shepherd's Pie, Victoria Sandwich,	Functional and chemical properties of Food Acids and Alkalis Shortening Plasticity Emulsification Gelatinisation Dextrinisation Gluten Formation Coagulation Acid denature Foam formation. Making: Profiteroles, Quiche, Lattice Apple Pie, Lasagne. Roulade, Food Science investigations as per NEA 1 practice brief.	medical reasons. Religious and cultural beliefs. Ethical and moral beliefs. How to perform sensory analysis. Technological advances in Food- GM Foods.. Making: Dishes containing plant proteins, Suitable dishes to reflect medical and religious beliefs.	Food and the environment, Sustainability of food, Food production. security Nutritional Fortification. Food additives, Allergies, and intolerances. NEA 2 Making: Modified selected recipes chosen by students	design briefs. How to generate and justify design ideas. Making: Chosen dishes as per practice design brief	Application of knowledge how to compile NEA 2 portfolio of evidence. How to research, design plan and make following design brief. How to evaluate and demonstrate analytical skills. Making: Chosen dishes as per practice design brief.

	Carbonara, Ravioli.					
CROSS CURRICULAR (Interleaving)	PE, Science	Science, Maths	Humanities, PSHE, RE	Humanities	Humanities, PE, Science	Humanities, PE, Science
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Food Science Actual GCSE NEA 1 Students will investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. They will produce a report which will include research into 'how ingredients work and why'.	Food preparation Actual GCSE NEA 2 Students will produce a concise portfolio. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved. On completion of the making of the final dishes, students will analyse and	NEA 2 As for Autumn 2	NEA 2 As for Autumn 2	Revision: Food, nutrition and health Food Science Food safety Food choice Food Provenance. Food preparation and cooking techniques	Revision: Food, nutrition and health Food Science Food safety Food choice Food Provenance. Food preparation and cooking techniques

		evaluate the outcomes through sensory testing, nutritional analysis, costing and identify improvements to their dishes. A menu is a selection of three dishes that are produced to meet the demands of the chosen task.				
Assessment Criteria	AO2, AO3, AO4 NEA 1 marking using AQA framework	AO2, AO3, AO4 NEA 2 marking using AQA framework	AO2, AO3, AO4 NEA 2 marking using AQA framework	AO2, AO3, AO4 NEA 2 marking using AQA framework	AO1, AO2, AO4	AO1, AO2, AO4
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Analyse the task, experiments and investigations -Analyse and interpret results of the investigative work -Evaluate hypothesis with justification A scientific food investigation which will assess the	Skills Researching the task - Demonstrating technical skills - Generating design ideas Planning for the final menu Making: Range of technical dishes as per NEA	Skills Technical/complex making skills. Presentation skills, evidence of Food safety, working to a time plan, dove tailing section B - Making 3 dishes in 3 hours Making: Assessment:	Skills section C – Analysis and Evaluation Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the Chosen NEA 2 design brief	All skills revisited in preparation for the written exam (see below) Making: Dishes made to Contextualizing theory: Function of ingredients Food Science Food Provenance Food Safety	Revision Skills: This component consists of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content. Section A: questions based on

	learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. Making: Choice of complex experiments to test hypothesis (NEA 1) Assessment	chosen design brief	Practical exam (Element of NEA 2)	Making: Range of technical dishes as per NEA chosen design brief (Completing any outstanding practical required for NEA 2)		stimulus material. Section B: structured, short and extended response questions to assess content related to food preparation and nutrition Making: Assessment: GCSE Theory paper
CROSS CURRICULAR (Interleaving)	PE, Science	Science, Maths	Humanities, PSHE, RE	Humanities	Humanities, PE, Science	Humanities, PE, Science
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

Humanities

History is a subject that requires students to develop a range of skills, including the ability to analyse and evaluate historical sources, construct well-reasoned arguments, and communicate their ideas effectively. To assess these skills, the exam boards have four assessment objectives (AOs) that are used to mark and grade GCSE History exams. These are:
AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
AO2: Explain and analyse historical events and periods studied using second-order historical concepts e.g. causation, change and continuity.
AO3: Analyse, evaluate and use sources (contemporary to the period) to make judgements, in the context of historical events studied.
AO4: Analyse, evaluate and make judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

For KS3 Geography, there is emphasis on locational and place knowledge, human and physical processes, and some technical procedures, such as using grid references. The use of maps and written communication are key skills required. The study of geography equips pupils with knowledge about diverse places, people, resources, and natural and human environments, together with an understanding of the Earth's key features. Assessment objectives for Geography are:

- AO1: Demonstrate knowledge of locations, places, processes, environments, and different scales
- AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.
- AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.
- AO4: Select, adapt, and use a variety of skills and techniques to investigate questions and issues and communicate findings

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Geography Basic Skills	What is History/Basic Skills The Romans	Interpreting plans and maps	Claimants to the Throne & Norman Invasion	Medieval Towns & Village Life The Black Death & Peasants Revolt	Christianity's influence, Beckett's Murder King John v Barons
Assessment Criteria	Geography base line	What was the lasting impact of	Map Skills Assessment – 4 and 6 grid	Why did William win the Battle of Hastings?	AO1, AO2 and AO3: Evaluation	AO3: Sources on Beckett's murder

	assessment & map quiz	Roman influence on Britain? AO1 and AO2, AO3	references and compass directions.	AO1 and AO2	of the causes and impact of the Black Death using sources	
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Baseline Assessment What is Geography introduction of physical, environmental, human geography Continents Oceans Countries Capitals Key features: rivers, mountains, lakes etc	The Roman Empire and its spread Roman invasion of Britain Roman Roads Boudicca's rebellion Gods and Goddesses & Roman Baths.	Map symbols. Using Keys Using a compass Grid references, Longitude, Latitude, distance, scale, topographical maps. Changes in land use Both rural and urban – including London, Madrid, and Rio de Janeiro Problems and solutions – settlements.	The Battle of Stamford Bridge The Battle of Hastings Why did William win? The Feudal system Castles Domesday Book.	Medieval Towns and medieval medicine Why were towns so dirty? The Black Death – causes and consequences. Impact of the Black Death/ Peasants Revolt	Thomas Becket and Henry II: conflict between Church and State King John: conflict between the state and nobility
CROSS CURRICULAR (Interleaving)	Biology; ecosystems and food chains					
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Geography – weather and climate	Henry VIII and the reformation, Elizabeth I	Geography – Economic Activities	Britain –Atlantic Slave trade	The British Empire: Case study on India	The Victorian/Edwardian World
Assessment Criteria	Climate graph interpretation AO1, AO2, AO 3	Was Elizabethan England a golden age? AO1 and AO2	Which site is best for car manufacturing? AO1, AO2	How did the triangular trade change the world? AO1, AO2, AO3, AO4	How did the East India Company help Britain take control of India? A03, AO4	How did Louis Pasteur change the world? Assessment of public health over time AO1, AO2
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Frontal, Relief and Convectional rainfall. Water cycle. Predicting weather using clouds – types of clouds. Wind direction and force. Global climate regions. How human and physical processes impact on climate.	Henry and reformation: Who was Henry? Henry and Religion Catholics V Protestants Henry and the break with Rome Martin Luther The Reformation. Elizabeth I	Primary, Secondary, Tertiary, Quaternary Industries in the UK and global case studies. What is the tourist industry? Where do tourists travel and why? Investigate high tech industries. Factors that govern the location of high-tech industry	The Atlantic slave trade. Lincoln, Wilberforce, and the abolition movement Emancipation	AO2: Why the British wanted to colonise India. The experience of Indians under British Raj Amritsar Massacre Indian Independence movement (Gandhi)	What were workers' living conditions like in Industrial towns? What was the water supply like in the 19th century? Reactions to cholera Why were women willing to die for the vote?

	Explore weather patterns in the UK – Summer, Winter, Explore rainfall patterns in UK – link to topology of UK					
CROSS CURRICULAR (Interleaving)	Biology; climate and ecosystems					Biology; medicine and diseases
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	US Civil War: A Nation Divided	Geography – Natural Hazards	Industrial Revolution & Medicine Natural Hazards continued	Weathering and Erosion WW1	World War 1 continued	Fragile Environments Interwar Years
Assessment Criteria	What were the lasting impacts of the American Civil War? A01 and AO2	Responding to an Earthquake in LIC and HIC AO1, AO2, AO3	How did the Industrial Revolution transform transport, communication, and medical knowledge?	What were the causes of World War One? AO1 and AO2	Were the soldiers of WW1 'lions led by donkeys? Source question.	How did the Nazis use propaganda to gain power? AO1, AO2, AO3

BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Why was the Civil War fought? Historical context revolution in Haiti Union vs Confederacy & other key terms Key battles; Antietam and Gettysburg Key Figures; Lincoln and Grant Technological developments	Tsunamis, Volcanoes, Earthquakes, Hurricanes	Living conditions in Victorian Britain Cholera and John Snow Pasteur and Germ Theory	Factors in weathering and erosion Erosion in the UK case study; Holderness coastline Life in the trenches Conscientious Objectors Shellshock & treatments	Key battles; The Somme, Gallipoli, Ypres, Passchendaele Technology and medicine in WW1 Case study Indian soldiers in WW1	Flu Pandemic 1918 Suffragette/Suffragist movement Stock market crash 1929 & Great Depression The Rise of the Nazi Party 1920-1933
CROSS CURRICULAR (Interleaving)					English Conflict Poetry	
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

Humanities

History is a subject that requires students to develop a range of skills, including the ability to analyse and evaluate historical sources, construct well-reasoned arguments, and communicate their ideas effectively. To assess these skills, the exam boards have four assessment objectives (AOs) that are used to mark and grade GCSE History exams. These are:
AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
AO2: Explain and analyse historical events and periods studied using second-order historical concepts e.g. causation, change and continuity.
AO3: Analyse, evaluate and use sources (contemporary to the period) to make judgements, in the context of historical events studied.
AO4: Analyse, evaluate and make judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

For Geography, there is emphasis on locational and place knowledge, human and physical processes, and some technical procedures, such as using grid references. The use of maps and written communication are key skills required. The study of geography equips pupils with knowledge about diverse places, people, resources, and natural and human environments, together with an understanding of the Earth's key features. Assessment objectives for Geography are:

- AO1: Demonstrate knowledge of locations, places, processes, environments, and different scales
- AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.
- AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.
- AO4: Select, adapt, and use a variety of skills and techniques to investigate questions and issues and communicate

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Germany; Race and Youth	Germany; Democracy and Dictatorship	Britain at War: Turning Points	Britain at War: Turning Points	Cold War Crises; Cuba, Korea	Cold War Crises; Vietnam
Assessment Criteria	How did the Nazi Party control the	How did the Nazis use propaganda to	How did the Commonwealth	What were the key turning points of WW2?	Why did North Korea invade South Korea?	Why did the USA lose the war in Vietnam?

	lives of people in Germany?	keep power throughout the 1930s and 40s?	mobilise to fight fascism?	Stalingrad and D-Day focus		
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Hitler's rise to infamy in the 1930s Nazi Youth organisations and the Nuremberg Laws	Propaganda in schools, news, film, etc. 'Lebensraum' and expansion east Nazi Racial theory and eugenics The role of the Gestapo and SSD	Role of the Commonwealth soldiers in WW2; India, South Africa, Canada focus	Battle of Britain Battle of the Atlantic Battle of Stalingrad D-Day and the months of liberation The Holocaust	Cuban Missile Crisis and Kennedy's response North and South Korea	Vietnam and France Key Figures Key Battles and offensives – Dien Bien Phu, Io Drang Valley, Tet Offensive The first televised war Strategy of the Viet Cong and NVLA
CROSS CURRICULAR (Interleaving)	English, Geography	English, Geography, Media	English, Geography	English, Geography	English, Geography	English, Geography
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	20th Century Medicine; Major world religions	The Norman Invasion, revision	Medicine in WW1 and WW2 revision	Revision of Medieval, Renaissance, Industrial medicine over time	Revision of WW1 Conflict	Revision of WW1 Conflict / World Religions

Assessment Criteria	How did antibiotics revolutionise healthcare?	Why did William win the Battle of Hastings?	How did reconstructive surgery advance from WW1 to WW2?	How did John Snow identify the Cholera outbreak in London?	Were the soldiers of WW1 really 'Lions led by donkeys?'	What similarities are there between Christian and Muslim understandings of the Afterlife?
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Modern medical inventions including antibiotics, transplants, antiviral drugs, etc. World Religions including Buddhism, Christianity, Islam, Hinduism	William's use of cavalry and feigned retreat Life in Anglo Saxon England Rebellions against William	The 'Guinea Pig Club' in East Grinstead WW2 Mental health and PTSD/Shell shock How did war lead to better medical understanding?	The Broad Street Pump, disease mapping and cholera 1918 flu pandemic revision	General Haig and the 'lions led by donkeys' theory Revision of key WW1 battles and key medical breakthroughs	How do major world religions understand the afterlife? What are the similarities and differences
CROSS CURRICULAR (Interleaving)	Science	English, Geography	PSHE, Science	Science	English, Geography	English, Geography
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

Information Communication Technology (ICT) & Computing

The department of Digital Literacy and Computing provides a broad and balanced programme of study designed to build pupils' confidence, knowledge and independence when using technology. Learning builds on prior experience and is adapted to meet the needs and abilities of the young people at Farney Close School. Across Years 7, 8 and 9, pupils develop digital literacy, information technology and computer science through practical, purposeful units.

Online safety, responsible use, privacy and security are embedded and spiralised across the curriculum. Pupils learn to recognise risk, protect their identity and data, make informed choices and report concerns. They are also taught to consider the trustworthiness, design, audience and usability of digital content.

The curriculum enables pupils to create digital artefacts, analyse and visualise data, understand computing systems and networks, and develop programming skills through block-based and text-based languages. Units are adapted where appropriate to support communication, literacy, numeracy and SEMH/SEND needs. Assessment includes questioning, observation, practical outcomes, self and peer review, assessment rubrics and end-of-unit summative tasks. Pupils build a portfolio of work which demonstrates progress over time and supports preparation for future study and the world of work.

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Clear messaging in digital media	Programming essentials in Scratch: Part II	Networks: from semaphores to the internet	Programming essentials in Scratch: Part I	Modelling data: spreadsheets	Gaining support for a cause
Assessment Criteria	Teacher assessment through questioning, observation and formative feedback. Poster and presentation assessed against a rubric, including self and peer assessment.	Formative assessment through prediction, debugging and paired programming. Translation quiz project assessed through self or peer rubric and end-of-unit questions.	Formative assessment through questioning, practical network diagrams and retrieval activities. End-of-unit multiple-choice summative assessment.	Formative assessment through PRIMM activities, tracing, debugging and pair programming. Independent Scratch problem-solving task and end-of-unit assessment.	Teacher assessment through practical spreadsheet tasks and questioning. End-of-unit task assesses formulas, functions, charts, sorting, filtering and conditional formatting.	Formative feedback throughout research and production. Blog assessed against a rubric, with peer review and an end-of-unit summative assessment.

BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	This unit builds on Key Stage 2 skills. Pupils move between applications to research, plan and create an online-safety poster and a consistent set of branded presentation slides. They develop effective searching, image selection, layout, logo editing, feedback and presentation skills, while reinforcing safe and secure working.	Pupils build on Programming I through decomposition, subroutines, condition-controlled iteration and lists. They investigate and modify Scratch programs before applying appropriate constructs to create a larger translation quiz project.	Pupils learn what computer networks are and how data is transmitted using protocols. They study networking hardware, wired and wireless connections, bandwidth, packets, IP addresses, internet services, the World Wide Web, URLs, HTTP and HTTPS, including privacy and security considerations.	This unit introduces the main programming concepts of sequence, variables, selection, operators and count-controlled iteration. Pupils predict, run, investigate and modify Scratch programs, then independently apply programming constructs to solve a problem.	Pupils develop from basic spreadsheet navigation to confidently modelling and analysing data. They use cell references, formulas, autofill, charts, SUM, COUNTA, MAX, MIN, AVERAGE, COUNTIF and IF, as well as sorting, filtering and conditional formatting.	Pupils use word-processing and web-authoring skills to create a blog supporting a real-world cause. They learn about appropriate software, formatting, credible sources, copyright, Creative Commons licensing, plagiarism, referencing, audience and purposeful layout.
CROSS CURRICULAR (Interleaving)	English, Art and Design, PSHE and online safety	Modern Foreign Languages, Maths and problem solving	Science, Geography, PSHE and online safety	Maths, Music and computational thinking	Maths, Science and data handling	English, Citizenship, PSHE and Media
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Representations: from clay to silicon	Introduction to Python programming	Mobile app development	Computing systems	Vector graphics	Developing for the web
Assessment Criteria	Formative assessment through encoding and conversion activities. End-of-unit quiz assesses binary representations, units and conversion between decimal and binary.	Teacher assessment through worksheets, live coding, pair programming and debugging. End-of-unit summative quiz covering Python concepts.	Formative assessment through design review, coding, testing and peer feedback. Completed app evaluated against user needs and a summative assessment.	Assessment through lesson worksheets, questioning and homework. End-of-unit summative assessment covering hardware, software, logic and AI.	Teacher assessment through practical skills, planning and review. Final vector project self-assessed and teacher-assessed against a rubric, supported by multiple-choice questions.	Formative assessment through HTML and CSS tasks and website review Functioning website and end-of-unit multiple-choice assessment.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Pupils explore how representations are used to store, communicate and process information. They learn about symbols, binary digits, text and number representation, convert between decimal and binary, and use bytes and standard units of representation size.	Pupils make the transition from block-based to text-based programming. They write Python programs using input, output, variables, arithmetic, randomness, selection, while loops, counters and Boolean flags, while locating and correcting syntax errors.	Pupils design and develop a health and fitness tracker using App Lab. They consider user-centred design, mobile hardware, online safety, secure data handling, privacy and consent before building, testing, debugging and evaluating a multi-screen app.	Pupils study the layers of a computing system, from programs and operating systems to processors, memory, storage, input and output. They explore logic gates, binary representation, artificial intelligence, machine learning, ethical considerations and open-source software.	Pupils create vector graphics using shapes, rotation, alignment, grouping, layers, paths and node editing. They plan and develop an illustration, logo or icon set, modify SVG markup and compare vector and bitmap images for different purposes.	Pupils explore how websites are constructed and retrieved. They use HTML to structure pages, CSS to style content, insert images and hyperlinks, create navigation, and investigate how search engines crawl, index and rank pages, including effective search techniques.

CROSS CURRICULAR (Interleaving)	Maths, History and Science	Maths, English and problem solving	PE, Science, PSHE and Design Technology	Science, Maths, Ethics and Design Technology	Art and Design, Media and Design Technology	English, Art and Design, Media and Business
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Physical computing	3D animation	Python programming with sequences of data	Representations: going audiovisual	Cybersecurity	Data science
Assessment Criteria	Formative assessment through coding tasks, project diary and peer feedback. Prototype assessed against a rubric, with an individual end-of-unit quiz.	Ongoing assessment through practical modelling and animation tasks. Final 3-10 second animation assessed through self and peer review against a skills rubric.	Teacher assessment through worksheets, questioning, debugging and pair programming. Mini-project and end-of-unit summative quiz.	Formative assessment through calculations and practical image and sound editing. End-of-unit summative assessment.	Assessment through scenario discussion, research tasks and questioning. End-of-unit strategy activity and summative assessment.	Formative assessment through visualisation and investigation tasks. School-based data project assessed against a rubric, supported by an end-of-unit assessment.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Pupils apply Python programming to the BBC micro:bit. They use built-in inputs and outputs, sensors, GPIO pins and radio communication before planning, building, testing and evaluating a purposeful physical	Pupils use Blender to create 3D models and animations. They manipulate objects, apply materials, use keyframes, naming and parenting, develop more complex and organic models,	Pupils extend Python programming through lists and strings. They access and modify items, use list methods, iterate with while and for loops, keep track of counts and sums, and combine	Pupils learn how digital images and sound are represented in binary. They study pixels, resolution, colour depth, RGB, sampling rate and sample size, calculate representation sizes, edit images and audio, and	Pupils investigate the value of personal data, social engineering, hacking, brute-force and DDoS attacks, malware and bots. They explore the Data Protection Act and Computer Misuse Act and	Pupils use data to investigate real-world questions and support recommendations. They visualise local and global data, identify patterns, trends, correlation, anomalies and outliers, and apply the PPDAC cycle to collect, clean,

	computing prototype.	and set up lighting, cameras and rendering for a final animated outcome.	programming features to solve meaningful data problems.	consider quality, compression and ethical manipulation.	evaluate methods such as strong authentication, firewalls, updates and anti-malware.	analyse and report data.
CROSS CURRICULAR (Interleaving)	Science, Design Technology, Maths and Engineering	Art and Design, Media, Maths and Design Technology	Maths, English, Science and problem solving	Art, Music, Science and Maths	PSHE, Citizenship, Law and Business	Maths, Geography, Science and Citizenship
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

Information Communication Technology (ICT) & Computing						
Using ICT The young people post KS3 have the opportunity to continue their Digital skills journey into KS4 & KS5. The course the students will follow is designed to further develop their knowledge, skills and understanding in digital technology. The skills learned will enhance their ability to access the KS4 and KS5 studies. The course Using ICT is a course designed upon continuous assessment as the five chosen areas of studies will require intense study and production of five portfolios. The studies will embed further learning but will also help the students in their IT journey through school, college, third level education and or the world of work. INTRODUCTION AND RATIONALE The WJEC suite of Entry Level Certificates, Awards and Diplomas are designed to provide learners, learning providers and employers with an inclusive and flexible regulated qualifications framework that recognises the widest possible range of quality-assured learner achievements. These Entry Level qualifications aim to be: • inclusive – recognising the achievements of all learners at Entry Level through a standard currency of awarding credit • responsive – enabling individuals and centres to establish routes to achievement that are appropriate to their needs and facilitate progression • accessible – based on clear design features that are easy for all users to understand						
YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Online safety	Online safety	Using data, science and Ai tools effectively and safely	Using data, science and Ai tools effectively and safely	IT and the world of work	IT and the world of work
Assessment Criteria	Ongoing formative assessment through	Ongoing formative assessment through	Ongoing formative assessment through	Ongoing formative assessment through	Ongoing formative assessment through	Ongoing formative assessment through

	questioning, observation and review of practical work. Final digital product/project evaluated against success criteria, supported by an end-of-unit knowledge check.	questioning, observation and review of practical work. Final digital product/project evaluated against success criteria, supported by an end-of-unit knowledge check.	questioning, observation and review of practical work. Final digital product/project evaluated against success criteria, supported by an end-of-unit knowledge check.	questioning, observation, retrieval and review. End-of-unit project assessed against the unit rubric, including self/peer evaluation and improvement.	questioning, observation and review of practical work. Final digital product/project evaluated against success criteria, supported by an end-of-unit knowledge check.	questioning, observation and review of practical work. Final digital product/project evaluated against success criteria, supported by an end-of-unit knowledge check.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Evaluate personal online activity and identify practical ways to reduce risk. Explore safe online behaviour, online reputation, big data, data protection and the right to privacy.	Examine illegal content, rights of access, social-media bubbles and practical strategies for protecting identity, privacy and wellbeing online. Build a personal repository of risk-reducing actions.	Explore the modern workplace, accessibility, digital skills, cloud computing and personal networks. Consider how technology affects organisations, employees and different stakeholders.	Investigate remote working and select effective tools for communication, planning and presenting information. Apply workplace technology to collaborative tasks and evaluate fitness for purpose.	Explore AI in everyday life, predictive and generative AI, chatbot applications and large language models. Develop effective prompting and critical use of AI-supported tools.	Evaluate bias and accuracy in machine learning, image generators, deepfakes and misinformation. Apply strategies to verify content, mitigate risk and use AI safely, ethically and responsibly.
CROSS CURRICULAR (Interleaving)	PSHE/RSHE: digital citizenship and online reputation Citizenship: rights, privacy and data protection English: debate and reasoned argument	PSHE/RSHE: reporting concerns and protective behaviours Citizenship: law, rights and responsibilities Media literacy: filter bubbles	Careers: workplace expectations and employability PSHE: accessibility and inclusion Business: organisational systems	Careers: remote and hybrid working English: professional communication Business: planning and collaboration	Science/Maths: models, prediction and data English: questioning and evaluating responses Careers: emerging workplace technologies	PSHE/Citizenship: responsible AI and digital resilience Media literacy: misinformation and deepfakes Art: generated imagery and authenticity

Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Digital media	Physical computing: robot buggy	Spreadsheets: modelling and functions	Spreadsheets: visualisation and project	Using IT in project management: planning	Using IT in project management: delivery and evaluation
Assessment Criteria	Ongoing formative assessment through questioning, observation, retrieval and review. End-of-unit project assessed against the unit rubric, including self/peer evaluation and improvement.	Ongoing formative assessment through questioning, observation, retrieval and review. End-of-unit project assessed against the unit rubric, including self/peer evaluation and improvement.	Ongoing formative assessment through questioning, observation and review of practical work. Final digital product/project evaluated against success criteria, supported by an end-of-unit knowledge check.	Ongoing formative assessment through questioning, observation, retrieval and review. End-of-unit project assessed against the unit rubric, including self/peer evaluation and improvement.	Ongoing formative assessment through questioning, observation and review of practical work. Final digital product/project evaluated against success criteria, supported by an end-of-unit knowledge check.	Ongoing formative assessment through questioning, observation, retrieval and review. End-of-unit project assessed against the unit rubric, including self/peer evaluation and improvement.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Respond to a client brief through the digital-media project lifecycle. Plan within timeframes, consider legal and ethical requirements, create graphics,	Build and program a robot buggy using a Raspberry Pi Pico, motors and sensors. Develop circuits, chassis and navigation, create an autonomous vehicle, add	Create robust spreadsheet models using formulas, formatting, data validation, lookup and reference functions. Organise and manipulate data to answer	Visualise data with appropriate charts, test and improve a spreadsheet model and complete a practical project that applies spreadsheet skills to a genuine post-school scenario.	Interpret project briefs, define aims and objectives, and use digital tools to organise tasks, resources and time. Apply structured project-management techniques to	Carry out, monitor and refine an independent project using common office software. Evaluate outcomes against aims, objectives, deadlines and success criteria, then

	video or web content, and evaluate whether the final artefact meets requirements.	features and present the completed physical-computing project.	questions and make predictions.		plan and begin a project.	communicate recommendations for improvement.
CROSS CURRICULAR (Interleaving)	English: interpreting briefs and communicating ideas Art/Media: graphics, video and web production Business: client requirements and project lifecycle	DT: electronics, construction and iterative design Science: sensors, forces and circuits Maths: measurement and logical control	Maths: formulas, financial calculations and modelling Business: income, budgeting and forecasting Science: structured data	Maths: charts and interpretation Careers/PSHE: personal finance and independent living Business: presenting information	Careers: organisation and transferable workplace skills English: interpreting briefs and setting objectives Maths: sequencing and timelines	Careers: project delivery and reflection English: evaluation and presentation Business: monitoring and success criteria
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

Music						
In music we will look to develop students' understanding, enjoyment and confidence in music. This will start off in the shape of a platform of theory and keyboard. Being able to read and understand basic music elements are key to the success of the students. This will allow students to progress in their performance skills and confidence. Students will also be completing relevant listening tasks which is also key to success in GCSE music. Being able to listen to music of different cultures and starting to understand elements of it is key and we will be focusing on 7 key elements of music which will be used consistently and are our keywords to go by. These are: Dynamics, Rhythms and tempo, Structure, Melody, Instrumentation, Texture and Harmony and Tonality. In all of our modules of work students will be learning about these key terms and how to effectively use them when talking about music. For some students without realising it they will use the correct terminology naturally after a while. There are plenty of cross curricular opportunities, Maths, IT, English, Languages, Dance and Drama. Students will be creating their own compositions using technology and writing lyrics in a poem style.						
YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Blues	I-pad/ composing	Ukulele	Song creation	DJ Skills	Reggae
Assessment Criteria	Performing a selected piece of music.	2-minute movie track composition	Performance of selected song	Create your own song.	Develop DJ skills using decks/ computers	Performance of Reggae song.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1- students will start to develop a sound grounding in theory. How to read notes on a stave and then transfer reading those notes to playing them on a keyboard. AO2- keyboard skills- good hand	AO1- Using technology safely and appropriately. Getting to know GarageBand. AO2- understanding Movie music. Understand the structure of music and its place in movies. How has it	AO1- Using the ukulele. How to hold and strum the Ukulele. AO2- How to read tab music and chord. Then to be able to play challenging chords outside of regular 4 chord songs.	AO1- students to gain an understanding and appreciation for the different types of music and the skill in creating different elements of the music. AO2- students will look to learn how to record their	AO1- Students to navigate using DJ software effectively and become comfortable using it. AO2- use of different musical elements on the DJ decks.	AO1- Students are to understand the history of Reggae and where it comes from. AO2- To become familiar with multiple Reggae Artists

	placement- playing simple melodies and then developing on to more challenging melodies. AO3- Learning about the relevant history of blues and the background of how it came about. AO4- Performance- students will continually performing to the staff in the room or if brave enough other students. This is to help build confidence in their own musical abilities	changed and developed over time. AO3- Looking at key elements of Movie and using leitmotif to good effect. AO4- Students will be creating their own movie track following the given instructions/ success criteria. Have they included the set key elements of movie music.	AO2- Understanding the difference between tab and chords. Reading tab and chords to good effect while performing. AO3- Develop playing rhythmically and in time with the songs given. AO4- Performance- students are expected to perform to the teacher in the room. They are to follow the success criteria and then effectively reflect upon their work/ performance.	lyrics and layering different instruments. AO3- Students to write their own lyrics. AO4- Assessment- students be expected to produce a piece of work for the teacher to listen to, combining their lyrics and track together recorded on the I-pad.	AO3- students to work in pairs to develop 2 tracks together. To experiment and see how it works. What can they create. AO4- Performance and demonstration of different features on the DJ decks.	AO3- developing good practise skills on the keyboard with good technique. AO4 performance. Putting into practise performing 3 elements of a chosen reggae song.
CROSS CURRICULAR (Interleaving)	English, Maths, history, geography	IT, English, Maths, Media	Maths, IT	English, IT, history	Maths, English, IT	History, maths
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Theory/ keyboard	Blues	Ukulele	Musical Theatre	Samba	DJ Skills
Assessment Criteria	Performing a selected piece of music.	Play selected songs from blues genre	Performance of selected song.	Presentation skills.	Whole class performance. Individual rhythm playing skills.	Demonstrating different skills on the decks.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1- students will start to develop a sound grounding in theory. How to read notes on a stave and then transfer reading those notes to playing them on a keyboard. AO2- keyboard skills- good hand placement- playing simple melodies and then developing on to more challenging melodies. AO3- Combining theory knowledge and	AO1- Performance, students will be learning both bass guitar and keyboard. AO2-looking to develop rhythmical understanding and other musical cultures. AO3- working on a bass line and improvisation skills. Understanding and appreciating the history of blues culture and music and how it came about.	AO1- Using the ukulele. How to hold and strum the Ukulele. AO2- How to read tab music and chord. Then to be able to play challenging chords outside of regular 4 chord songs. AO2- Understanding the difference between tab and chords. Reading tab and chords to good effect while performing. AO3- Develop playing	AO1- Students will be learning about the culture and history around musical theatre and the skills needed in these shows. AO2 students will learn about the different elements of musical theatre and how shows are run. AO3- Students will learn about different singing techniques and genres within musicals.	AO1- Using the ukulele. How to hold and strum the Ukulele. AO2- How to read tab music and chords AO2- Understanding the difference between tab and chords. Reading tab and chords. AO3- Develop playing rhythmically and in time with the songs given. Transitioning between chords.	AO1- Students are to work on individual instrumental or skill development for summer concert AO2- performance techniques and teamwork skills. AO3- developing good practise skills. AO4 performance. Putting into practise

	keyboard skills. Creating a melody with different rhythms to then perform. AO4- Performance- students will continually performing to the staff in the room or if brave enough other students. This is to help build confidence in their own musical abilities	AO4- Assessed as an individual, looking at technique, accuracy and engagement.	rhythmically and in time with the songs given. Transitioning between chords smoothly without faltering. AO4- Performance- students are expected to perform to the teacher in the room. They are to follow the success criteria and then effectively reflect upon their work/ performance.	AO4- Students will prepare and deliver a presentation on a chosen musical. Students will write up their reflection of their presentations and work. Looking at what went well and how they could improve.	AO4- Performance- students are expected to perform to the teacher in the room. They are to follow the success criteria and then effectively reflect upon their work/ performance.	everything they have learnt across the year.
CROSS CURRICULAR (Interleaving)	Maths, English, languages	Languages, Maths, History	Maths, English	Maths, English, history, drama, dance, musical theatre	Maths, history, Geography	Maths, IT, English, media
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Blues	DJ Skills	Ukulele	Boomwhackers/ samba	Reggae	Keyboard & theory Skills
Assessment Criteria	Students to perform on either bass guitar or keyboard	Students to demonstrate knowledge and practical use of decks and music software.	Performance of selected song	Performance of paired or group composition which will be over a minute long	Perform a selection of Reggae songs	Perform a piece of their choice on the keyboard skills
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	AO1- students will start to develop a sound grounding in theory. How to read notes on a stave and then transfer reading those notes to playing them on a keyboard. AO2- keyboard skills- good hand placement- playing simple melodies and then developing on to more challenging melodies. AO3- Combining theory	AO1- Setting up the DJ decks and DAW AO2- Accessing different songs and being able to use basic terminology. A03- Understanding how to use Hot Cue and loop buttons AO3- To be able to use all elements of the decks to good effect and to be able to be self-critical of this.	AO1- Using the ukulele. How to hold and strum the Ukulele. AO2- How to read tab music and chords AO2- Understanding the difference between tab and chords. Reading tab and chords. AO3- Develop playing rhythmically and in time with the songs given. Transitioning between chords.	AO1- Students will use a wide range of instruments understanding the culture behind the two different sets of instruments. AO2- Students will be composing their own work in groups or individually. Recording it down. A03- Students will be learning how to record down their ideas and the rhythms they create. AO4- Students will be performing their own compositions	AO1- Students will study what makes Reggae the genre that it is and the origins of the music. AO2- Students will try writing their own hip-hop appropriate rap AO3- design the music using GarageBand focusing on elements of hip hop and how to record yourself. AO4 Final composition and reflection on work done. WWW and EBI.	AO1- Students are to work on keyboards technique development for summer assessment. AO2- performance techniques and teamwork skills. AO3- developing good practise skills. AO4 performance. Putting into practise everything they

	knowledge and keyboard skills. Creating a melody with different rhythms to then perform. AO4- Performance- students will continually performing to the staff in the room or if brave enough other students. This is to help build confidence in their own musical abilities	AO4- To be able to reflect on the skills set and perform using the DJ decks selecting two songs and using key skills developed.	AO4- Performance- students are expected to perform to the teacher in the room. They are to follow the success criteria and then effectively reflect upon their work/ performance.	showing off performance and compositional skills. Students will be reflecting on the performances		have learnt across the year.
CROSS CURRICULAR (Interleaving)	English, Maths, Languages, history	Maths and English, IT.	Maths, English.	Maths, English, History.	Maths, English, History	English, maths, languages
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

Mathematics

The Mathematics Department teaches its students the National Curriculum programme of study for Mathematics supported by Whiterose scheme of work. Our aim is to provide a broad and balanced programme of study that engages our students and encourages them to develop their core skills and understanding of themselves and others so that they are able to communicate their ideas, needs and emotions as fluently as possible. The Mathematics department also aims to develop the use of maths to be useful and understood in real life situations. Key materials are adapted where appropriate to meet the needs of individual groups. In Key Stage 3 & 4, students benefit from engagement with a wide range of topics designed to enable them to both acquire knowledge and build on what they already know. Numerical skills are essential to participating fully as a member of society in a conscious manner and therefore these skills are developed. This will allow students to build a greater understanding of themselves and the world around them, incorporating life -skills opportunities and practical tasks where possible. Their work builds on skills developed through Early Years Foundation Stage. Throughout each key stage all students are taught with an understanding of the need to reinforce and build on all topics each year. The mathematics department aims to fill gaps in knowledge & skills to enable students to progress. In addition, assessment opportunities are identified to monitor progress throughout the taught curriculum. NB. Groups and individuals move through the programme at an appropriate pace to maximise learning; this understanding and flexibility is built into the following programme.

AO1 Use and apply standard techniques
AO2 Reason, interpret and communicate mathematically
AO3 Solve problems within mathematics and in other contexts

YEAR 5	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Number Skills and Money Compulsory number work: Addition & Subtraction Times Table	Geometry of Shapes Compulsory number work: Addition & Subtraction Division	Algebra: Graphs and Mappings Compulsory number work: Addition & Subtraction Times Table	Number and Time Compulsory number work: Addition & Subtraction Division	Statistics Compulsory number work: Addition & Subtraction Times Table	Number & Measure Compulsory number work: Addition & Subtraction Division
Assessment Criteria	Assessment Based on WR Learning either Paper or Via Sumdog.	Assessment Based on WR Learning either Paper or Via Sumdog.	Assessment Based on WR Learning either Paper or Via Sumdog.	Assessment Based on WR Learning either Paper or Via Sumdog.	Assessment Based on WR Learning either Paper or Via Sumdog.	Assessment Based on WR Learning either Paper or Via Sumdog.

BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Money Understanding the concept of money. Being secure with how amounts of money are made up. Place Value Being secure with values up to 3 digits. Fractions Being secure with halves and quarters White rose- place value addition and subtraction multiplication and division fractions AO1, AO2, AO3	Shape Securing the names of 2D shapes and understanding their properties Secure knowledge of regular shapes (properties) Angles Secure the understanding of a right angle, acute angle and obtuse. Understand how to find a missing angle. Understanding tessellation White rose- shape Perimeter and area AO1, AO2	Position & Direction Secure compass directions (N,E,S,W) Secure co-ordinates in 1 quadrant. Understanding simple number sequences. White rose- Position and direction AO1, AO2, AO3	Unit of Measure Secure an understanding of mm, cm and m Understanding how to convert between units Time Understand a 24hr clock Understand an hour and half hour White rose- Converting units AO1, AO2, AO3	Statistics Secure knowledge of Tally charts Secure an understanding of pictograms Understand converting data to a bar graph Understanding keys in pictograms Understanding how to interpret data (mode) White rose- statistics AO1, AO2, AO3	Perimeter & Area Secure perimeter of quadrilateral and composite shapes Understand area of quadrilaterals Understanding 3D shapes White rose- Shape Perimeter and area AO1, AO2

CROSS CURRICULAR (Interleaving)	PSHE, PE, DT, science, ICT, Construction, English	PE, Art, DT, Science, ICT, Construction, English	Geography, Science, PE, English, ICT, Construction	PSHE, Geography, ICT. Construction, Science, English	ICT, Science, PE, Geography, English	Construction, PE, Science, English
Gatsby Benchmarks	2, 4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Number Skills and Money Compulsory number work: Addition & Subtraction Times Table	Geometry of Shapes Compulsory number work: Addition & Subtraction Division	Algebra: Graphs and Mappings Compulsory number work: Addition & Subtraction Times Table	Number and Time and Probability Compulsory number work: Addition & Subtraction Division	Statistics Compulsory number work: Addition & Subtraction Times Table	Number & Measure Compulsory number work: Addition & Subtraction Division
Assessment Criteria	Assessment based on WR learning either paper or via Sumdog	Assessment based on WR learning either paper or via Sumdog	Assessment based on WR learning either paper or via Sumdog	Assessment based on WR learning either paper or via Sumdog	Assessment based on WR learning either paper or via Sumdog	Assessment based on WR learning either paper or via Sumdog
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Money Understanding the concept of money. Being secure with how amounts of money are made up.	Shape Securing the names of 2D shapes and understanding their properties Securing the names of 3D shapes and	Position & Direction Secure compass directions (N,E,S,W). (Redo and increase up to 8pts). Secure co-ordinates in 1 quadrant.	Unit of Measure Secure an understanding of mm, cm and m. Understanding how to convert between units. Time. Secure a 24hr clock.	Statistics Secure knowledge of Tally charts. Secure an understanding of pictograms. Secure converting data to a bar graph.	Perimeter & Area Secure perimeter of quadrilateral and composite shapes. Understand area of quadrilaterals.

	Using money in context. Place Value. Being secure with values up to 3 digits. Being secure in using decimals up to 3 dp Fractions. Being secure with halves and quarters. Understanding simple equivalents. Understanding a whole. White rose-place value addition and subtraction multiplication and division fractions. AO1, AO2, AO3	understanding their properties. Secure knowledge of regular shapes (properties). Understanding of irregular shapes. Angles. Secure the understanding of a right angle, acute angle and obtuse. Secure how to find a missing angle. Understanding tessellation and symmetry White rose-shape Perimeter and area. AO1, AO2	Secure co-ordinates in 4 quadrants. Understanding simple number sequences. Understanding simple pictorial sequences. White rose-Position and direction AO1, AO2, AO3	Secure an hour and half hour. Understanding of a quarter to and quarter past. Probability. Understanding simple probability. White rose-Converting units AO1, AO2, AO3	Secure keys in pictograms. Secure how to interpret data (mode). Understanding of averages. White rose-statistics AO1, AO2, AO3	Understanding negative numbers. Understanding volume. White rose-Shape Perimeter and area Perimeter, area and volume AO1, AO2, AO3
CROSS CURRICULAR (Interleaving)	PSHE, PE, DT, science, ICT, Construction, English	PE, Art, DT, Science, ICT, Construction, English	Geography, PE, Science, English, ICT, Construction, History.	PSHE, Geography, ICT. Construction, Science, English, History.	ICT, Science, PE, Geography, English	Construction, PE, Science, English
Gatsby Benchmarks	2, 4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

Mathematics

The Mathematics Department teaches its students the National Curriculum programme of study for Mathematics. Our aim is to provide a broad and balanced programme of study that engages our students and encourages them to develop their core skills and understanding of themselves and others so that they are able to communicate their ideas, needs and emotions as fluently as possible. The Mathematics department also aims to develop the use of maths to be useful and understood in real life situations. Key materials are adapted where appropriate to meet the needs of individual groups. In Key Stage 3 & 4, students benefit from engagement with a wide range of topics designed to enable them to both acquire knowledge and build on what they already know. Numerical skills are essential to participating fully as a member of society in a conscious manner and therefore these skills are developed. This will allow students to build a greater understanding of themselves and the world around them, incorporating life - skills opportunities and practical tasks where possible. Their work builds on skills developed through Early Years Foundation Stage. Throughout each key stage all students are taught with an understanding of the need to reinforce and build on all topics each year. The mathematics department aims to fill gaps in knowledge & skills to enable students to progress. In addition, assessment opportunities are identified to monitor progress throughout the taught curriculum.
NB. Groups and individuals move through the programme at an appropriate pace to maximise learning; this understanding and flexibility is built into the following programme.

AO1 Use and apply standard techniques
AO2 Reason, interpret and communicate mathematically
AO3 Solve problems within mathematics and in other contexts

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Number and algebra	Number	Number	Number	Geometry	Number and Probability
Assessment Criteria	YEAR 7 Whiterose Autumn A Assessment (foundation)	YEAR 7 Whiterose Autumn B Assessment (foundation)	YEAR 7 Whiterose Spring A Assessment (foundation)	YEAR 7 Whiterose Spring B Assessment (foundation)	YEAR 7 Whiterose Summer A Assessment (foundation)	YEAR 7 Whiterose Summer B Assessment (foundation)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Sequences Introduction algebra AO1, AO2, AO3	FDP Place value AO1, AO2, AO3	Problem solving Introduction to percentages AO1, AO2, AO3	BIDMAS Negative numbers Fractions AO1, AO2	Simple constructions using rules and protractors	Basic probability Introduction to Venn diagrams Prime and squared numbers

					Developing geometric reasoning AO1, AO2, AO3	AO1, AO2, AO3
CROSS CURRICULAR (Interleaving)	PE, DT, science, ICT, Construction, English	DT, Science, Construction, Mechanics, English	Geography, Science, PE, English, ICT, Construction, mechanics	Geography, ICT. Construction, Science, English	ICT, Science, PE, Geography, English	Construction, PE, Science, English, food tech
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Ratio and Number	Data and Probability	Algebra and Number	Number	Angles and Area	Data
Assessment Criteria	YEAR 8 Whiterose Autumn A Assessment (foundation)	YEAR 8 Whiterose Autumn B Assessment (foundation)	YEAR 8 Whiterose Spring A Assessment (foundation)	YEAR 8 Whiterose Spring B Assessment (foundation)	YEAR 8 Whiterose Summer A Assessment (foundation)	YEAR 8 Whiterose Summer B Assessment (foundation)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Ratio Multiplication Division Fractions AO1, AO2, AO3	Representing data probability AO1, AO2, AO3	Sequences Indices Equations and inequalities AO1, AO2	FDP Standard form AO1, AO2, AO3	Areas of shapes Parallel lines Angles AO1, AO2, AO3	Data handling cycle averages AO1, AO2, AO3
CROSS CURRICULAR (Interleaving)	PE, DT, science, ICT, Construction, English, food tech	DT, Science, Construction, Mechanics, English	PE, Geography, Science, English, ICT, Construction, Mechanics,	Geography, ICT. Science, English	ICT, Science, PE, Geography, English, DT, Construction, Mechanics, food tech	Construction, PE, Science, English, construction, Mechanics, food tech

Gatsby Benchmarks	2, 4, 7	4, 7	4, 7	4, 7	2, 4, 7	4, 7

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Graphs and Algebra	Shape	Number	Pythagoras and Transformations	Transformations, Ratio	Probability Geometry
Assessment Criteria	YEAR 9 Whiterose Autumn A Assessment (foundation)	YEAR 9 Whiterose Autumn B Assessment (foundation)	YEAR 9 Whiterose Spring A Assessment (foundation)	YEAR 9 Whiterose Spring B Assessment (foundation)	YEAR 9 Whiterose Summer A Assessment (foundation)	Mock paper (non- calculator paper 1 only
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Straight line graphs Form and solve equations AO1, AO2, AO3	Three-dimensional shapes congruency AO1, AO2	Number Percentages money AO1, AO2, AO3 (real life graphs)	Rotation and translation Pythagoras AO1, AO2, AO3	Enlargement and reflection Ratio and proportion AO1, AO2, AO3	Probability Polygons and circles AO1, AO2, AO3 (introduction to real life Pythagoras)
CROSS CURRICULAR (Interleaving)	PE, DT, science, ICT, English	DT, Science, Construction, Mechanics, English	Geography, Science, PE, English, ICT, Construction, mechanics	Geography, ICT. Construction, Science, English, mechanics, DT	ICT, Science, PE, Geography, English, DT	Construction, PE, Science, English, food tech, DT
Gatsby Benchmarks	4, 7	4, 7	2, 4, 7	4, 7	2, 4, 7	4, 7

Mathematics

The Mathematics Department teaches its students the National Curriculum programme of study for Mathematics. Our aim is to provide a broad and balanced programme of study that engages our students and encourages them to develop their core skills and understanding of themselves and others so that they are able to communicate their ideas, needs and emotions as fluently as possible. The Mathematics department also aims to develop the use of maths to be useful and understood in real life situations. Key materials are adapted where appropriate to meet the needs of individual groups. In Key Stage 3 & 4, students benefit from engagement with a wide range of topics designed to enable them to both acquire knowledge and build on what they already know. Numerical skills are essential to participating fully as a member of society in a conscious manner and therefore these skills are developed. This will allow students to build a greater understanding of themselves and the world around them, incorporating life - skills opportunities and practical tasks where possible. Their work builds on skills developed through Early Years Foundation Stage. Throughout each key stage all students are taught with an understanding of the need to reinforce and build on all topics each year. The mathematics department aims to fill gaps in knowledge & skills to enable students to progress. In addition, assessment opportunities are identified to monitor progress throughout the taught curriculum.
NB. Groups and individuals move through the programme at an appropriate pace to maximise learning; this understanding and flexibility is built into the following programme.

AO1 Use and apply standard techniques
AO2 Reason, interpret and communicate mathematically
AO3 Solve problems within mathematics and in other contexts

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Number & Money Management and ELC revision	Geometry and Measures and ELC revision	Algebra and Graphs and ELC revision	Probability and ELC revision	Statistics and ELC revision	Number
Assessment Criteria	First 15 questions non calculator ELC mock x 2	First 15 questions calculator ELC mock x2	Mock paper (non- calculator 1 paper only) ELC assessments	First 15 questions non calculator ELC mock x3	First 15 questions calculator ELC assessments	Mock paper (non- calculator 1 paper only)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Proportion, Fractions, Decimals, Percentages, 4	Area & Perimeter, circumference. Volume,	Algebraic manipulation, Graphs, graph properties and	Vocabulary, Prob scale, notation, Theoretical, Experimental,	Averages: Discrete & grouped data, comparisons.	Properties of number, Squares, cubes, roots and powers, Standard

	rules of number, Number patterns, Ratio, Place value, Interest & compound interest. AO1, AO2, AO3	Pythagoras theorem Properties of polygons. Angles Co-ordinates, Transformations. AO1, AO2, AO3	graphical functions. Formulae & Equations. Forming & solving Equations. AO1, AO2, AO3	Predicted outcomes, mutually exclusive events, successive events, All possible outcomes. AO1, AO2, AO3	Collecting, Interpreting & Representing data. AO1, AO2, AO3	form, Inequalities, Special sequences, Calculator skills, Estimation, approximation & Rounding. Trigonometry AO1, AO2, AO3
CROSS CURRICULAR (Interleaving)	ICT, Science, PE, Geography, English, DT, Construction, Mechanics, food tech, PSHE	ICT, Science, PE, Geography, English, DT, Construction, Mechanics, food tech	ICT, Science, PE, Geography, English, DT, Construction, Mechanics, food tech, PSHE	ICT, Science, PE, Geography, English, DT, food tech,	ICT, Science, PE, Geography, English, DT, Construction, Mechanics, food tech, PSHE	ICT, Science, PE, Geography, English, DT, Construction, Mechanics, food tech, PSHE
Gatsby Benchmarks	2, 4, 7	2, 4, 7	2,4, 7	4, 7	2, 4, 7	2, 4, 7

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Number	Algebra and Graphs	Algebra, Graphs & GCSE Exam Practice	Geometry and Measures. GCSE Exam Practice	Geometry and Measures, GCSE Exam Practice	
Assessment Criteria	Mock paper (non- calculator paper 1)	Mock paper (non- calculator and calculator exam)	Mock paper (non- calculator and calculator exam)	Mock paper (non- calculator and both calculator)	Exam time	
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	4 operations with Decimals and fractions. Perform calculations with density, mass and volume. AO1, AO2, AO3	Algebraic Manipulation, Plotting graphs, sequences. Working on topics that need	Graphical interpretation, Algebraic manipulation – Formulae and equations.	Angles and Lines, congruence, area, perimeter & volume. Past papers and	Transformations, Converting units, Properties of shape, Trigonometry, Pythagoras.	

		strengthening from the data of mocks AO1, AO2, AO3	Number work to ensure strength for the GCSE AO1, AO2, AO3	questions constantly going over in preparation for the GCSE AO1, AO2, AO3	Past papers and questions constantly going over in preparation for the GCSE AO1, AO2, AO3	
CROSS CURRICULAR (Interleaving)	ICT, Science, PE, Geography, English, DT, food tech, PSHE	ICT, Science, PE, Geography, English, DT, Construction, Mechanics, food tech, PSHE	ICT, Science, PE, Geography, English, DT,	ICT, Science, PE, Geography, English, DT, Construction, Mechanics, food tech, PSHE	ICT, Science, PE, Geography, English, DT, food tech, PSHE	
Gatsby Benchmarks	4, 7	4, 7	4, 7	2, 4, 7	2, 4, 7	

Mechanics Department

In the Mechanics Faculty, it teaches its students the Farney Close programme of study for LASER's Learning, Employability and Progression (LEAP) qualification in Mechanics. This programme has been designed with flexibility in mind. Our aim is to provide a broad and balanced programme of study that engages our students and encourages them to develop their skills and understanding of themselves and others so that they are able to communicate their ideas, needs and emotions as fluently as possible. Texts and key themes are adapted where appropriate to meet the needs of individual groups. In year 10 option groups students benefit from learning about the tools, equipment and materials used and the techniques needed to tackle the practical tasks before being faced with the majority of the Theory work in year 11. This is to enable them to grasp an understanding of Mechanics at their own pace and without the added pressure of the theory aspect. Year 11 option groups students benefit from engagement with a wide range of texts designed to enable them to both acquire knowledge and building on what they already know. Groups work with a cross -curricular (in particular Science and Mathematics) themed approach to their learning incorporating stimulating worksheets/workbooks that fit with the themes and build greater understanding of themselves and the world around them, incorporating life -skills opportunities and practical tasks. Throughout each year group all students are taught with an understanding of the need to reinforce all practical tasks incorporating individual learning styles and communication methods. Extended learning opportunities are built into all schemes of work as well as opportunities for students to reflect on their learning. In addition, assessment opportunities are identified to monitor progress. [See Mechanics Faculty Curriculum Statement and Aims for further information.]

NB. Groups move through the programme at an appropriate pace to maximise learning; this understanding and flexibility is built into the following programme.

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Health & Safety. Tools, Materials, Equipment & their uses.	Tools, Materials, Equipment & Their Uses. Basic Vehicle Maintenance.	Basic Vehicle Maintenance	Basic Vehicle Maintenance. Intermediate Vehicle Maintenance.	Intermediate Vehicle Maintenance.	Look at/start LASER units
Assessment Criteria	Tools & Equipment Test SIR Questions	Labelling Worksheet SIR Questions	Create a Daily Vehicle Check Sheet SIR Questions	'How To' Write-Up SIR Questions	Labelling (Engine) Worksheet SIR Questions	End of year Test SIR Questions
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Discussions and test re: Health & Safety.	Learning the Tools, Materials and equipment needed.	Using prior learning to complete basic tasks.	Using prior learning to complete basic	Using prior learning to complete intermediate	Group discussions re: the units covered and the student's ability

	Learning the Tools, Materials and equipment needed. Learning the Techniques used in the trade.	Learning the Techniques used in the trade. Pupils will learn to be able to safely use appropriate materials and equipment.	Select and safely use fluids and materials when checking and maintaining fluid levels, safely raising and supporting a vehicle, etc.	and intermediate tasks such as: Removing a roadwheel. Identify and locate basic external car parts. Remove, inspect, refit brake pads.	tasks such as: Know the location of major engine and chassis components. Know the major internal engine components. Know the major cooling system components.	to complete these. Looking at the Worksheets, workbooks, write-ups and examples.
CROSS CURRICULAR (Interleaving)	Mathematics – Measuring, angles. Science – Levers, Force, Viscosity/ consistency. Geography/ Science – weather impact	Mathematics – Measuring, angles. Science – Levers, Force, Viscosity/ consistency. Geography /Science – weather impact	Mathematics – Measuring, angles. Science – Levers, Force, Viscosity/ consistency. Geography/ Science – weather impact	Mathematics – Measuring, angles. Science – Levers, Force, Viscosity/ consistency. Geography/ Science – weather impact	Mathematics – Measuring, angles. Science – Levers, Force, Viscosity/ consistency. Geography/ Science – weather impact	English/literacy, ICT, Science, Mathematics
Gatsby Benchmarks	4, 5, 7	4, 5, 7	4, 5, 7	4, 5, 7	4, 5, 7	4, 5, 7

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Recap. Begin Mechanics unit WJC274: Checking and maintaining fluid levels on a car.	Move onto Mechanics unit WJC643: Checking and Maintaining Car Tyre Pressure and Tread.	Begin Mechanics units WJC431: Routine Wheel and Tyre Checks. WJC327: Routine Vehicle Checks.	Move onto Mechanics unit WJC283: Motor Vehicle Workshop Tools and Equipment	Mechanics unit. WJC758: Identification of Basic External and Internal Car Parts.	Mechanics Unit WJC533: Valeting a Car Interior. Complete any outstanding work in pupils portfolios.

Assessment Criteria	Servicing A Car	Checking Tyre Pressure & Tread	Daily Vehicle Check	Re-Test, Autumn 1 Yr10.	Create A Diagram - Internal Car Parts	Laser Assessment
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Practical for assessment. Completing workbook for unit WJC274.	Practical for assessment. Completing workbook for unit WJC643.	Practical for assessments. Completing workbooks for unit WJC431 and WJC327.	Practical for assessment. Completing workbook for unit WJC283.	Practical for assessment. Completing workbook for unit WJC758.	Practical for assessment. Completing workbook for unit WJC533. Completing any outstanding work in workbooks/folders.
CROSS CURRICULAR (Interleaving)	ICT, Mathematics, Science, English/Literacy	ICT, Mathematics, Science, English/Literacy	ICT, Mathematics, Science, English/Literacy	ICT, Mathematics, Science, English/Literacy	ICT, Mathematics, Science, English/Literacy	ICT, Mathematics, Science, English/Literacy
Gatsby Benchmarks	4, 5, 7	4, 5, 7	4, 5, 7	4, 5, 6, 7	4, 5, 7	4, 5, 7

Physical Education (P.E)						
Commentary The intent of our PE curriculum at Farney is to provide all students with high-quality PE and School Sport. It is our vision for every student to take the opportunity to succeed and achieve their potential, as well as to lead physically active lifestyles. We seek to inspire our students through PE lessons which are enjoyable, challenging and accessible to all. We want our students to appreciate the benefits of a healthy and physically active lifestyle. Through our teaching of PE, we will provide opportunities for students to develop values and transferable life skills such as leadership, working as part of a team, fairness and respect as well as providing them with opportunities to take part in a comprehensive enrichment programme with morning and lunch clubs and competitive sporting fixtures. All students have two lessons of core sport each week which enables them to participate in physical activity and supports their wellbeing.						
YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Invasion Games Futsal	Invasion Games Basketball	Net and Wall Badminton	Striking and Fielding Cricket	Net and Wall Tennis	Track and Field Athletics
Assessment Criteria	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Movement with the ball – Dribbling, Receiving & Turning To be able to perform the basic dribbling movements with control. To be able to	Ball familiarisation + passing to be able to replicate basic ball handling skills. To be able to perform these in a small, sided game to maintain ball	Introduce the grip and ready position to be able to demonstrate & use the correct grip. To be able to recognise the flight of the shuttle and to be able to	Ball familiarisation/catching to accurately replicate a basic throwing and receiving technique. To take part in conditioned games showing an understanding of basic tactics. To develop understanding the laws	Racket & Ball familiarisation to be able to demonstrate & use the correct grip and understand the ready position. To be able to accurately replicate a	Introduce running style (100) To be able to perform the basic technique for an effective sprint race. To replicate the correct posture, arm action and

	outwit opponents with the use of these techniques. To be able to perform skills in a small, sided game making decisions about how best to advance on opposition territory.	possession. To develop their understanding and knowledge of the basic rules of Basketball. Dribbling & Pivoting To replicate the core skill of dribbling with control and accuracy. To be able to perform skills in a small, sided game making decisions about how best to advance on opposition.	contact the shuttle with the face of the racket from a ready position. To understand the different lines and areas on the court and be able to move around between them quickly. To be able to outwit opponents using simple drop shot. To understand the importance of movement and shuttle placement in order to attack. To begin to develop strategic and tactical play during a rally.	of cricket. To begin to think about outwitting opponents with the placement of the ball. Game situations/basic strategies to perform and replicate a combination of skills to outwit opponents in a match situation. To understand basic tactics to outwit batsmen & fielders respectively. To understand all rules of a full cricket game.	basic stroke and maintain a simple rally. To understand the basic scoring and rules of a double game play. Outwitting opponents to be able to outwit opponents using learnt strokes and techniques. To understand the importance of ball placement on the court to win points. To begin to recognise the oppositions strengths and weaknesses and exploit weak areas.	leg action. To evaluate performance of self and others and suggest ways technique may be improved. To understand components of fitness for sprint races. Introduce pace running – 800m to accurately replicate basic technique for an effective paced race. To perform an 800m race refining ability to pace the performance to sustain 2 laps. To understand components of fitness involved in longer distance races.
CROSS CURRICULAR (Interleaving)	PSHE, Science, Food	PSHE, Science, Food	PSHE, Science, Food	PSHE, Science, Food	PSHE, Science, Food	PSHE, Science, Food

Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Invasion Games Futsal	Invasion Games Basketball	Net Games Badminton	Striking/Fielding Cricket	Net Games Tennis	Track/Field Athletics
Assessment Criteria	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Developing Core Skills - Passing To be able to perform core passing skills in a variety of situations. To be able to perform these techniques in a small, sided game to outwit opponents.	Develop Passing/Pivoting & Dribbling/Triple Threat To be able to perform passing and receiving techniques and use to outwit opposition. To be able to perform these in a small, sided game with success. To use dribbling technique	Ready position To be able to demonstrate & use the ready position. To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket consistently. To develop the ability to outwit	Fielding practice To use & perform a range fielding techniques depending on competitive situation. To make accurate decision about outwitting opponents with the placement of the ball. To develop a deeper understanding the laws and	Basic ground strokes To be able to demonstrate & use forehand and backhand shots in a rally. To develop the ability to outwit opponents with a combination of shots. To understand the basic scoring and rules of a double game play. To develop strategic and	Introduce running style (100/200/400m) To be able to perform the basic technique for an effective sprint race. To replicate the correct posture, arm action and leg action. To evaluate performance of self and others and suggest ways technique may be

		correctly and understand what constitutes a double dribble and traveling.	opponents with movement of the shuttle.	terminology of cricket.	tactical play during a rally.	improved. To understand components of fitness for sprint races.
CROSS CURRICULAR (Interleaving)	PSHE, Science, Food	PSHE, Science, Food	PSHE, Science, Food	PSHE, Science, Food	PSHE, Science, Food	PSHE, Science, Food
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Invasion Games Futsal	Invasion Games Basketball	Net Games Badminton	Striking/Fielding Cricket	Net Games Tennis	Track/Field Athletics
Assessment Criteria	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.	Teacher assessment support through S.I.R, formative assessment and practical assessment.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Passing, Control & Turning To understand variations in passes and where different types of passes should be used. To be able to use the	Attacking/Outwitting an opponent. To be able to perform passing, receiving, dribbling, shooting techniques to outwit	Movement and forehand rallying to develop the ability to outwit opponents with movement of the shuttle. To understand the	Fielding fundamentals to make accurate decision about outwitting opponents as batsmen or fielders. To accurately replicate a full	Ground strokes/ Outwitting opponents to confidently outwit opponents using learnt strokes and techniques. To be able to	Sprint running technique (100/200/400m/relays) To accurately replicate sprinting technique adjusting small elements to improve overall performance. To

	different parts of the body to control the ball. To outwit opponents with the combination of advanced turns and passes.	opposition. To be able to perform a combination of these skills in a small, sided game with success.	different lines and areas on the court and be able to move around between them quickly. To identify strengths and weaknesses when playing & adapt strategies where necessary.	range fielding techniques in response to a competitive environment. To recognise and use the laws of cricket and officiate correctly.	demonstrate & use forehand and backhand shots competently in a rally. To accurately return the ball with a combination of shots. To begin to develop coaching ideas & suggest ways to improve peer performance.	use a sprint, start to create power/speed. To understand the different phases of a race and why they are used. To realise how athletics can promote a healthy lifestyle.
CROSS CURRICULAR (Interleaving)	PSHE, Science, Food	PSHE, Science, Food	PSHE, Science, Food	PSHE, Science, Food	PSHE, Science, Food	PSHE, Science, Food
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

Physical Education (P.E)

Commentary The intent of our PE curriculum at Farney is to provide all students with high quality PE and School Sport. It is our vision for every student to take the opportunity to succeed and achieve their potential, as well as to lead physically active lifestyles. We seek to inspire our students through PE lessons which are enjoyable, challenging and accessible to all. We want our students to appreciate the benefits of a healthy and physically active lifestyle. Through our teaching of PE, we will provide opportunities for students to develop values and transferable life skills such as leadership, working as part of a team, fairness and respect as well as providing them with opportunities to take part in a comprehensive enrichment programme with morning and lunch clubs and competitive sporting fixtures. All students have three lessons of core sport each week which enables them to participate in physical activity and supports their wellbeing.

At Key Stage 4 students also have the opportunity, as part of their Pathway options, to select GCSE PE.

GCSE Physical Education is for students who have a love of sport and are keen to achieve a deeper understanding. The course introduces key sporting ideas and shows how they interact with practical performance. The current GCSE in Physical Education has been designed to offer greater challenge and, for the first time, the majority of the assessment will be through written exam papers. A GCSE in Physical Education is for students who are interested in the theory behind sports performance and health, fitness and wellbeing. Students selecting GCSE Physical Education will be expected to be involved in after-school sports clubs and, ideally, sport outside school because the majority of GCSE PE lessons will be classroom-based.

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Invasion Games Futsal	Invasion Games Basketball	Net and Wall Badminton	Striking and Fielding Cricket	Net and Wall Tennis	Track and Field Athletics
Assessment Criteria	Links to AQA practical Assessment Teacher assessment support through S.I.R and	Links to AQA practical Assessment Teacher assessment support through S.I.R and	Links to AQA practical Assessment Teacher assessment support through S.I.R and	Links to AQA practical Assessment Teacher assessment support through S.I.R and	Links to AQA practical Assessment Teacher assessment support through S.I.R and	Links to AQA practical Assessment Teacher assessment support through S.I.R and formative assessment.

	formative assessment.	formative assessment.	formative assessment.	formative assessment.	formative assessment.	
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	The use of width To understand and replicate attacking principles through the use of width and speed. To be able to perform angled runs to create opportunities to outwit opponents. To analyse the tactical benefits of using space. Attacking as a unit/team To be able to outwit opponents using dummies & fakes. To understand the importance of width and playing into space in order to attack. To	The Use of reverse and left-hand lay ups To be able to use either hand to dribble and score. To be able to outwit opponents using techniques at speed and with accuracy. To develop and implement strategic and tactical play. Strategies for attack screens, blocks, high and low posts. To be able to replicate strategies for attack. i.e. screens, posts. To understand the benefits of using strategic and tactical plans to produce a	Recap Badminton Basics To be able to set up and remove equipment. To be able to demonstrate & use the correct grip and use of basic shots. To appreciate how to outwit opponents with movement of the shuttle. To understand the value of co-operation & teamwork. Develop Overhead clear To develop the skill of outwitting an opponent using a combination of overhead clears. To be able to accurately replicate a range of shots in a small, sided game implementing	Fielding/Slip catching To accurately replicate a full range fielding techniques in response to a competitive match. To understand the slip positioning, their role and importance of reaction time. To make accurate decision about outwitting opponents as batsmen or fielders. To play a full game in while applying successful strategies. Development of bowling To incorporate pace and spin into bowling delivery maintaining control &	Fundamentals/Outwitting opponents To confidently outwit opponents using groundstrokes in a rally. To demonstrate ability to apply the use the correct shot execution under pressure. To begin to develop coaching ideas & suggest ways to improve peer performance. Service development To accurately replicate a legal tennis serve with increasing power and placement. To perform a different 1st and 2nd serve and understand the	Sprint running (100/200/400m) To accurately replicate sprinting technique from a sprint start. To improve overall performance/recorded times. To use peer assessment to improve performance. To understand the different phases of a race. Middle distance running – 800m To accurately replicate and maintain an effective running technique. To use the skill of pacing to complete an 800m race to best of potential. To record and organise pupils times. To

	understand how to commit defender and implement strategic and tactical play. Defending and defensive roles. To be able to replicate defensive skills. To understand the benefits of strategic and tactical approach to defending. To appreciate the need to make adjustments and adaptations when performing in order to stop opponents outwitting them. Formations and roles in a team To develop their understanding	successful attack To appreciate the need to make adjustments and adaptations when performing in order to outwit opponents. Develop shooting – Jump shots To be able to replicate shooting core skills. To understand the need to create space to shoot and begin to work on this in a game situation. To demonstrate an ability to analyse performances with sound/accurate information. The attacking Role	strategies and tactics. To understand court markings and scoring systems. Serves long and short To understand the rules of service and to perform a range of short and long serves. To recognise opponent's strengths and change game plan based on this information. To confidently score a game of singles. Backhand Clear To be able to accurately replicate backhand clear shot and to develop accuracy in shuttle direction. To	accuracy. To understand how spin is created. To understand the effect, it will have on the balls bounce. To apply to a competitive match and outwit fielders with ball placement. Batting- straight drive To accurately replicate the straight bat drive. To encourage quick decision making in order to outwit fielders or a batsman. To develop leadership skills as a batting pair during game situation. To begin to coach each other and suggest ways to improve technique. Batting – pull shot	reason for this. To develop the ability to coach peer and offer advice about how to improve. Topspin/Slice To accurately replicate the technique for a forehand/ backhand topspin or slice. To understand the effect topspin/slice has on the balls flight & bounce. To select & refine shot selection based on opponents positioning. To be able to use a variety of spin during a game rally. Singles Play Tactics/strategies	understand how athletics can promote a healthy and active lifestyle. Long jump To accurately replicate the technique for long/triple jump. To perform and record the distance achieved. To adhere to the competition rules. To use bounding techniques and basic 'plyometrics training'. To set an achievable goal and meet it. Shot putt To perform and accurately replicate the glide technique for shot putt. To correctly record distance achieved. To understand all competition shot

	and knowledge of how to stop attack effectively using different formations. To develop basic strategic and tactical play with a range of roles. Corners, Free kicks and strategies To perform necessary skills and techniques to attack from set plays and corners to outwit an opposition. To be able to evaluate how well it has been achieved and find ways to improve strategies. The Role of the Referee	To understand and perform attacking movements as a unit incorporating the use of width and speed. To be able to perform angled runs to create opportunity to outwit opponents. To be able to evaluate how well it has been achieved and find ways to improve strategies. The defensive role To perform defensive strategies including man to man and zone. To develop creativity in developing new strategies from set plays in	develop understanding of how to adjust shot selection based on opponents positioning. Doubles and singles game play To develop decision making ability around the choice of shot in relation to opponent. To develop teamwork and cooperation skills as a doubles pair. To be able to assess & evaluate own performance and weaknesses. Doubles and singles game play To demonstrate knowledge and understanding of the rules in badminton. To know and understand the	To encourage movement and timing to produce an effective batting execution. Competitive matches To accurately replicate a full range cricket techniques in response to situations arising for a competitive match. To play a full game in while applying successful strategies. To develop knowledge of fielding positions and correct terminology. Role of umpire/coaching To be able to identify faults	To develop knowledge of singles laws and apply them in a game. To understand the type of shots to use and when to use them. To encourage creative thinking in strategy development during rallies. To develop the skill of anticipation and court coverage. Doubles Tactics/strategies To develop knowledge of doubles laws and apply them in a game. To encourage creative thinking in strategy development during rallies. To be able to identify strengths	putt rules. To breakdown, adapt and refine individual elements of the full technique Javelin To perform and accurately replicate the technique for javelin using a 3 or 5 stride run up. To develop teamwork and communication skills through peer coaching. To record distance achieved. To understand all javelin competition rules.

	To understand the importance of effective communication with others. To be able to adapt when working individually, in groups and teams.	attack. To understand techniques to stop opponents outwitting them and accurately replicate. The role of the referee To understand the importance of effective communication with others. To be able to adapt when working individually, in groups and teams.	importance of communicating and identifying opponents' strengths and weaknesses. To be able to communicate, rotate and use their strengths to beat opposition.	/weaknesses in peers' technique. To be able to offer informed feedback regarding peers play & suggest ways of improving both technique/tactics. To encourage the use of leadership & communication in all game roles.	and weaknesses in positional play and technique. Role of coach/umpire To assume the role of the umpire. To be able to identify faults and weaknesses in peers' techniques. To offer informed feedback regarding a partners play.	
CROSS CURRICULAR (Interleaving)	Science, Maths, Food	Science, Maths, Food	Science, Maths, Food	Science, Maths, Food	Science, Maths, Food	Science, Maths, Food
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Invasion Games Futsal	Invasion Games Basketball	Net and Wall Badminton	Striking and Fielding Cricket	Net and Wall Tennis	Track and Field Athletics

Assessment Criteria	Links to AQA practical Assessment Teacher assessment support through S.I.R and formative assessment.	Links to AQA practical Assessment Teacher assessment support through S.I.R and formative assessment.	Links to AQA practical Assessment Teacher assessment support through S.I.R and formative assessment.	Links to AQA practical Assessment Teacher assessment support through S.I.R and formative assessment.	Links to AQA practical Assessment Teacher assessment support through S.I.R and formative assessment.	Links to AQA practical Assessment Teacher assessment support through S.I.R and formative assessment.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Keeping possession To be able to perform basic skills to retain ball possession. To understand the benefits of strategic and tactical approaches to outwit the opponent. To appreciate the need to make adjustments and adaptations when performing in order to beat the opposition. Attack/Beating ar opponent	Shooting techniques To perform advanced shooting techniques to outwit opposition. To understand the benefits of strategic and tactical approaches to outwit the opponent. To appreciate the need to make adjustments and adaptations when performing in order to beat the opposition	Recap range of shots To perform and replicate a range of badminton shots with control, power and accuracy. To develop the skill of outwitting an opponent using a combination of shots. To understand the value of co-operation & teamwork. Serves To be able to accurately replicate the	Fielding/Slip catching To accurately replicate a full range fielding techniques in response to a competitive match. To understand the slip positioning, their role and importance of reaction time. To make accurate decision about outwitting opponents as batsmen or fielders. To play a full game in while applying successful strategies.	Fundamentals/Out witting opponents To confidently outwit opponents using groundstrokes in a rally. To demonstrate ability to apply the use the correct shot execution under pressure. To begin to develop coaching ideas & suggest ways to improve peer performance. Service development To accurately replicate a legal tennis serve with	Sprint running (100/200/400m) To accurately replicate sprinting technique from a sprint start. To improve overall performance/ recorded times. To use peer assessment to improve performance. To understand the different phases of a race. Middle distance running – 800m To accurately replicate and

	To be able to outwit opponents in a pressured situation. To understand the use of width and space in order to attack. To improve decision making and skill execution in response to opposition. Ball control To be able to replicate control technique in isolation and under pressure. To understand how to use these core skills to advance a team forward. Shooting To perform angled shots to outwit opponents and disguise attacking strategies. To	Ball control and outwitting opponents To be able to perform basic skills to retain ball possession. To be able to outwit opponents using dummies, fakes & screens at speed and with accuracy. To understand the importance of angled passes and driving into space in order to attack. Tactics and analysis of strengths To understand and perform attacking principles and strategies found	correct service technique. To outwit opponents using a variety of serves based on tactical awareness. To develop strategic and tactical play during a rally. To confidently score a game of doubles. To be able to accurately score and officiate a game. Tactics and analysis of strengths To know and understand the need to place shuttle in areas of court based on opposition movement. To develop strategic and tactical play during a rally. To evaluate own	Development of bowling To incorporate pace and spin into bowling delivery maintaining control & accuracy. To understand how spin is created. To understand the effect, it will have on the balls bounce. To apply to a competitive match and outwit fielders with ball placement. Batting- straight drive To accurately replicate the straight bat drive. To encourage quick decision making in order to outwit fielders or a batsman. To develop leadership skills as a batting pair during game	increasing power and placement. To perform a different 1st and 2nd serve and understand the reason for this. To develop the ability to coach peer and offer advice about how to improve. Topspin/Slice To accurately replicate the technique for a forehand/ backhand topspin or slice. To understand the effect topspin/slice has on the balls flight & bounce. To select & refine shot selection based on opponents positioning. To be able to use a variety of spin during a game rally.	maintain an effective running technique. To use the skill of pacing to complete an 800m race to best of potential. To record and organise pupils' times. To understand how athletics can promote a healthy and active lifestyle. Long jump To accurately replicate the technique for long/triple jump. To perform and record the distance achieved. To adhere to the competition rules. To use bounding techniques and basic 'plyometrics training'. To set an achievable goal and meet it.

	understand and replicate attacking principles and evaluate the success rates. Organising a small, sided tournament To create and run small, sided games in a tournament format. To encourage decision making skills and develop reflective leaners	in basketball e.g. shot selection and effective decision making in a game situation. Attacking play To perform necessary skills and techniques to attack from set plays to outwit opponents. To be able to evaluate how well it has been achieved and find ways to improve strategies. Organising a mall sided tournament To create and run small, sided games in a tournament format. Pupils will make decisions and	strengths of performance and suggest a weakness to improve. Doubles and singles tactics To understand the importance of attacking and defensive formations to outwit opposition. To develop accuracy in shuttle direction. To understand singles game badminton court markings and to confidently score a game. Organising a small, sided tournament To demonstrate the ability to outwit an opponent in a	situation. To begin to coach each other and suggest ways to improve technique. Batting – pull shot To encourage movement and timing to produce an effective batting execution. Competitive matches To accurately replicate a full range cricket techniques in response to situations arising for a competitive match. To play a full game in while applying successful strategies. To develop knowledge of fielding positions and correct terminology.	Singles Play Tactics/strategies To develop knowledge of singles laws and apply them in a game. To understand the type of shots to use and when to use them. To encourage creative thinking in strategy development during rallies. To develop the skill of anticipation and court coverage. Doubles Tactics/strategies To develop knowledge of doubles laws and apply them in a game. To encourage creative thinking in strategy development during rallies. To be	Shot putt To perform and accurately replicate the glide technique for shot putt. To correctly record distance achieved. To understand all competition shot putt rules. To breakdown, adapt and refine individual elements of the full technique. Javelin To perform and accurately replicate the technique for javelin using a 3 or 5 stride run up. To develop teamwork and communication skills through peer coaching. To record distance achieved. To understand all javelin competition rules.

		plan tournament layout encouraging creativity.	game situation using the appropriate skills and techniques. To develop their knowledge and understanding of the rules in badminton. To understand the importance of effective communication with others.	Role of umpire/coaching To be able to identify faults/ weaknesses in peers' technique. To be able to offer informed feedback regarding peers play & suggest ways of improving both technique/tactics. To encourage the use of leadership & communication in all game roles.	able to identify strengths and weaknesses in positional play and technique. Role of coach/umpire To assume the role of the umpire. To be able to identify faults and weaknesses in peers' techniques. To offer informed feedback regarding a partners play.	
CROSS CURRICULAR (Interleaving)	Science, Maths, Food	Science, Maths, Food	Science, Maths, Food	Science, Maths, Food	Science, Maths, Food	Science, Maths, Food
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

PSHE/RSE						
Personal, social, health and economic education (PSHE) is a school curriculum subject that teaches pupils and young people, through all key stages, knowledge and skills for life during and after education. PSHE consists of education on personal and health related matters, such as Relationship and Sex Education, as well as preparation for post-education life, such as economic sustainability and careers advice.						
YEAR 5 & 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Relationships Education: Behaviour and respect, Friendship lesson, Friendships and feeling left out, Families security love and stability, Peer pressure	Relationships Education: Bullying Introduction, Respect disagreement and differences, Bullying or just teasing, Family and Commitment, Online gaming safety	Health & Wellbeing: Understanding our emotions, Self-esteem and self-worth, Sleep hygiene, Healthy Habits, First Aid	Health & Wellbeing: Body image introduction, Hormones and emotions, Living a healthy active life, Oral and Dental Hygiene, Healthy living	Living in the Wider World: Independence and responsibility, Age restrictions online and media content, Careers and stereotypes, Environment and climate change Extension: Year 6 only-Boy's and Girl's Puberty and Body Development	Living in the Wider World: Diversity in the UK, Identity and community-British Values, Keeping safe, Attitudes to money, Money - Cost of living Extension: Year 6 Only -Transition new class or new school
Assessment Criteria	Baseline test, Classroom based activities, Teacher assessment, Speaking and Listening (S&L) Skills.	Teacher assessment Speaking and Listening Skills.	Teacher assessment Speaking and Listening Skills.	Teacher assessment Speaking and Listening Skills.	Individual learning preferences identified. Pupils own learning strategies agreement.	Teacher assessment Speaking and Listening skills. Class based worksheet End of topic tests.

BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Enquiry, Empathy, Speaking and Listening.	Skills: Recall and knowledge, empathy, personal relationships, family & citizenship skills, S&L Skills.	Skills: Recall and knowledge, empathy, personal wellbeing, basic understanding of First Aid skills, S&L Skills.	Skills: Recall and knowledge, empathy, personal wellbeing, body image and hygiene skills, S&L Skills.	Skills: Identify Personal Learning, Preference Knowledge, Empathy and enquiry skills, S&L Skills.	Skills: Knowledge of diversity and British values. Knowledge and recall keeping safe, money and the cost of living, Empathy and S&L skills.
CROSS CURRICULAR (Interleaving)	Personal Development	Personal Development & ICT	Personal Development & Science	Science	Humanities, ICT & Science	Maths
Gatsby Benchmarks	3	3	3	3	3	3

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Relationships Education: What is PSHE? E-Safety, Bullying or Banter, Keeping safe and positive relationships, Positive-relationships, Falling in love.	Relationships Education: Personal Identity (British Values), Family relationships, What are radicalisation and extremism? What are wants and needs? How does self-esteem help us achieve?	Health & Wellbeing: Consequences of not eating healthily, Healthy living exercise, How can I eat responsibly? - labels and nutrition, How can I keep healthy? - food groups, How can we manage our anger?	Health & Wellbeing: Puberty, Periods, The dangers of smoking and second had smoking, What are drugs? Mental health	Living in the Wider World: Personal budgeting, How can we budget our money? How can we shop ethically? Savings, loans and interest rates, Different financial products, Different financial transactions.	Living in the Wider World: Being a resilient student, How can we be aspirational students? Self-esteem, Prejudice and discrimination – racism, Social media - safe and private.

Assessment Criteria	Assessment: Baseline test, Classroom based activities, Teacher assessment, Speaking and Listening (S&L) Skills.	Assessment: Teacher assessment Speaking and Listening Skills Written activities, End of topic tests.	Assessment: Teacher assessment Speaking and Listening Skills. Written activities. End of topic test.	Assessment: Teacher assessment Speaking and Listening Skills. Written activities. End of topic test.	Assessment: Individual learning preferences identified. Pupils own learning strategies agreement. Learning to learn assessment.	Assessment: Teacher assessment Speaking and Listening skills. Class based worksheet End of topic tests.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Enquiry, Skills, Empathy, Speaking and Listening.	Skills: Recall and knowledge, empathy, personal wellbeing, Citizenship, & citizenship skills, S&L Skills.	Skills: Knowledge of physical and emotional changes in adolescence, Empathy, Skills & Body confidence.	Skills: Importance of personal hygiene during puberty, introduction of physical attraction and appropriate relationships, Empathy, and enquiry skills.	Skills: Identify Personal Learning, Preference Knowledge, Empathy and enquiry skills, S&L Skills.	Skills: Knowledge of basic first aid. Knowledge and recall of healthy eating, benefits of exercise, Empathy and S&L skills.
CROSS CURRICULAR (Interleaving)	Personal Development	Personal Development	Personal Development, P.E & Science	P.E & Science	Humanities, ICT & Science	Personal Development & ICT
Gatsby Benchmarks	3	3	3	3	3	3

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Relationships: Body image - male focus, Sexting and image share	Relationships: Who are the extreme groups? Where does extremism come	Health and Wellbeing: Emotional literacy and self-awareness,	Health and Wellbeing: Self-confidence and goals, Teen pregnancy and	Living in the Wider World: Discrimination teens and media,	Living in the Wider World: Careers focus - communication skills,

	danger, Domestic conflict - running away from home, Prejudice and discrimination – religion, British Values - tolerance anti racism.	from – leaders, How can we prevent radicalisation and extremism? Extremism - do all Muslims want sharia law, How do extreme leaders attract converts?	Managing my behaviour to achieve, Personal Development and target setting, Personal safety and first aid.	parenting, What is mindfulness? Vaping, nicotine and addiction.	Homophobia, Internet safety, Prejudice + Stereotypes - disability	Entrepreneurs, Teamwork skills, Finance - tax and NI, How can we care for the environment? How is tax spent? - public services
Assessment Criteria	Assessment: Teacher Assessment S&L Skills		Assessment: Teacher Assessment Speaking and Listening Skills. Written activities.		Assessment: Teacher assess S&L skills. Online assessment.	Assessment: Teacher assess S&L skills.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Knowledge, Empathy, S&L skills, and enquiry skills.	Skills: Knowledge, Empathy, S&L skills, and enquiry skills.	Skills: Application of knowledge, independent inquiry. S&L skills.	Skills: Knowledge of physical and emotional changes, parental responsibilities, unhealthy additions.	Skills: Knowledge of a variety of relationships, prejudices.	Skills: Knowledge of business types and purpose. Influence analysis of media and advertising.
CROSS CURRICULAR (Interleaving)	Personal Development, P.E & Science	Personal Development	Personal Development, P.E & Science	Personal Development, P.E & Science	Personal Development & ICT	Personal Development Maths, & ICT
Gatsby Benchmarks	3	3	3	3	3	3 & 4

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Relationships: Body image - girls focus, Body image, media and eating disorders, British community, religion and culture - display lesson, Domestic violence and abusive relationships.	Relationships: How can we deal with peer pressure? How does child sexual exploitation happen? Immigration the UK and diverse communities, Who are the LGBT community?	Health and Wellbeing: Alcohol awareness, Behaving to achieve – rules, Developing interpersonal skills, Discrimination and The Equality Act 2010, Drugs and the law.	Health and Wellbeing: Growth Mindset to achieve, How can we manage anxiety? How do we cope with stress? Why are people selfie obsessed? Why can't some people access education?	Living in the Wider World: How can I avoid debt? How does knife crime impact on our lives? How does the law treat young offenders? Human rights - charity focus UNICEF, Human Rights abuses - genocide + trafficking.	Living in the Wider World: Employability - applying and preparing, Enterprising qualities and personality – work skills, our rights as consumers, Self-discipline to achieve, Sustainability for all, Workplace skills.
Assessment Criteria	Assessment: Teacher Assessment S&L Skills.	Assessment: Teacher Assessment S&L Skills. Presentation.	Assessment: Teacher Assessment S&L.	Assessment: Teacher Assessment S&L.		Assessment: Rights and Responsibilities Test.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Knowledge, Life Skills, and Inquiry. Questioning, Speaking, listening, debating.	Skills: Application of knowledge, Inquiry, empathy, and evaluation.	Skills: Application of knowledge, Life Skills, Wellbeing empathy and evaluation.	Skills: Knowledge, Life Skills, Sexual Health, Wellbeing, Empathy debating and S&L skills.	Skills: Research, Interpretation of information, decision making, teamwork.	Skills: Knowledge, Interpretation of information and Life Skills.
CROSS CURRICULAR (Interleaving)	Personal Development, P.E, & Science	Personal Development	Personal Development, P.E, & Science	Personal Development, P.E, & Science	Personal Development, Humanities & ICT	Personal Development Maths & ICT

Gatsby Benchmarks	3	3	3	3	3	3, 4, 5, 6, 7 & 8

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Relationships: Community cohesion, Conflict Management, Forced and arranged marriages, Gender and Trans Identity, Harassment and Stalking.	Relationships: Parenting, Relationships with role models, Revenge Porn, Same Sex Relationships, Sexism and gender prejudice.	Health and Wellbeing: Hate Crime, Homelessness, How harmful is binge drinking? Living sustainably, Managing Social Anxiety.	Health and Wellbeing: Managing Time Effectively, Screen time - how much is too much? Social Media and Self Esteem, Study Skills.	Living in the Wide World: Anti-Social Behaviour, Crime, gangs and county lines, How does the criminal justice system work? Money Laundering, Overt and Covert Racism.	Living in the Wide World: Preparing for Work Experience, Rights and responsibilities in the workplace, The right career for me, What are employers looking for in CVs, Why do we need an International Women's Day? Why pursue a STEM career?
Assessment Criteria	Assessment: Classroom based activities. Teacher assessment S&L Skills.	Assessment: Teacher assessment Speaking and Listening Skills.	Assessment: Teacher Assessment S&L Skills.	Assessment: Teacher assessment Speaking and Listening skills. Online topic assessment/quizzes.	Assessment: Teacher assessment Speaking and Listening Skills.	Assessment: Teacher assessment Speaking and Listening Skills.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Knowledge. Personal Wellbeing and	Skills: Recall and knowledge, decision making,	Skills: Recall and knowledge, Reasoning, Citizenship Skills,	Skills: Recall and Knowledge. Personal wellbeing and safety.	Skills: Knowledge of components of a healthy diet	Skills: Recall of Knowledge. Research. Formulation of

	Health. Empathy. Speaking and Listening.	empathy, personal wellbeing and safety, S&L and debating Skills.	Empathy, and enquiry skills & S&L Skills.	Empathy and S&L skills.	for personal wellbeing. First Aid – CPR. Personal Health. Awareness. Empathy S&L Skills.	argument and opinion. Empathy and enquiry skills.
CROSS CURRICULAR (Interleaving)	Personal Development & Science	Personal Development & Science	Personal Development, P.E, & Science	Personal Development, Maths, P.E, & Science	Personal Development, Humanities. Maths & ICT	Personal Development Maths & ICT
Gatsby Benchmarks	3	3	3	3	3	3, 4, 5, 6, 7 & 8

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Core Subjects: Why do we need them? Careers in English, Careers in Maths, Careers in Science, Healthy Eating Quiz.	Relationships: Bullying body shaming, Happiness and Positivity, Relationship break ups, Types of relationships.	Health and Wellbeing: Why is PSHE so important? Perseverance and Procrastination, Personal safety wider world, The importance of sleep, Why do we take risks?	Health and Wellbeing: Digital Footprints, Gambling and Online gaming, How does privilege affect us? Identity and Diversity, Obesity and body positivity.	Living in the Wider World: GCSE Revision and study skills, Animal Rights and Sustainability, Globalisation, Internet Safety The Dark Web, Pollution, plastic + our environment.	Living in the Wider World: Independent Living, How do we prepare for job interviews? How do trade unions protect us at work?
Assessment Criteria	Assessment: Teacher Assessment S&L Skills. Worksheet Activities.	Assessment: Teacher Assessment Speaking and Listening Skills.	Assessment: Teacher Assessment Speaking and Listening Skills.	Assessment: Teacher assessed S&L contributions.	Assessment: Teacher assess S&L skills.	Assessment: Teacher assess S&L skills.

BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Knowledge, Numeracy, S&L skills, and enquiry skills.	Skills: Knowledge Recall, Life skills, S&L skills, and enquiry skills.	Skills: Application of knowledge economic wellbeing, work skills independent inquiry. S&L skills.	Skills: Knowledge recall, work skills, S&L skills, empathy personal safety.	Skills: Knowledge recall, work skills S&L skills, Empathy.	Skills: Knowledge recall, work skills S&L skills, Empathy.
CROSS CURRICULAR (Interleaving)	Personal Development	Personal Development & Science	Personal Development, P.E & Science	Personal Development, Maths, P.E, & Science	Personal Development, Humanities. Maths & ICT	Personal Development Maths & ICT
Gatsby Benchmarks	1, 2, 3, 4, 5, 6, 7 & 8	3	3	3	3	3, 4, 5, 6, 7 & 8

Religious Education (RE)						
Religious Education aims to help pupils understand the religions and beliefs that shape society, and to develop their knowledge and understanding of their own place in the world. It can also help pupils develop their personal development and well-being and promote tolerance and mutual respect.						
YEAR 5 & 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Recognising different World Religions Judaism – Beliefs and Practices	Christian story of Christmas Festivals of Light in world faiths	Origin stories from different religions	Celebrations Easter, Passover, Ramadan & Eid	Special Books: The Bible and other sacred books. Special books - The Koran	Places of Worship and ways of worshipping Rites of passage in different faiths: Births, coming of age, marriage and death
Assessment Criteria	Baseline test, Classroom based activities, Teacher assessment, Speaking and Listening (S&L) Skills.	Teacher assessment Speaking and Listening Skills.	Teacher assessment Speaking and Listening Skills.	Teacher assessment Speaking and Listening Skills.	Individual learning preferences identified. Pupils own learning strategies agreement.	Teacher assessment Speaking and Listening skills. Class based worksheet End of topic tests.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Enquiry, Empathy, Speaking and Listening.	Skills: Recall and knowledge, empathy, personal relationships, family & citizenship skills, S&L Skills.	Skills: Recall and knowledge, empathy, personal wellbeing, basic understanding of First Aid skills, S&L Skills.	Skills: Recall and knowledge, empathy, personal wellbeing, body image and hygiene skills, S&L Skills.	Skills: Identify Personal Learning, Preference Knowledge, Empathy and enquiry skills, S&L Skills.	Skills: Knowledge of diversity and British values. Knowledge and recall keeping safe, money and the cost of living, Empathy and S&L skills.
CROSS CURRICULAR	Personal Development	Personal Development	Personal Development	Personal Development	Personal Development	Personal Development

(Interleaving)	& Humanities	& Humanities	& Humanities	& Humanities	& Humanities	& Humanities
Gatsby Benchmarks	3	3	3	3	3	3

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Religious festivals, pilgrimages, nativity.	World Religions Intro, Humanism, Atheism, Tradition belief fact, Beliefs about the afterlife, Beliefs about the soul.	Christianity, Christian Denominations, who was Jesus, The Bible.	God and Evil, Heaven and Hell, Islam and dress, Religion and cohesion, Easter.	Abrahamic Religions, Islam, Quran, Religion and Cohesion, Religion and Science.	Sikhism, Buddhism & Hinduism: Sikhism and the Five K's, The Golden Temple, Sikhism in Britain, Buddhism, Hinduism, Hinduism and Buddhism assessment.
Assessment Criteria	Assessment: Baseline test, Classroom based activities, Teacher assessment, Speaking and Listening (S&L) Skills.	Assessment: Teacher assessment Speaking and Listening Skills Written activities, End of topic tests.	Assessment: Teacher assessment Speaking and Listening Skills. Written activities. End of topic test.	Assessment: Teacher assessment Speaking and Listening Skills. Written activities. End of topic test.	Assessment: Individual learning preferences identified.	Assessment: Teacher assessment Speaking and Listening skills. Class based worksheet End of topic tests.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Enquiry, Skills, Empathy, Speaking and Listening.	Skills: Recall and knowledge of Historical/Religious accounts.	Skills: Historical and Biblical interpretation - Knowledge, Empathy, and enquiry skills.	Skills: Impacts of the practice of religion - Knowledge, Empathy, and enquiry skills.	Skills: Philosophical enquiry.	Skills: Historical and cultural impact- Knowledge, Empathy, and enquiry skills.

CROSS CURRICULAR (Interleaving)	Personal Development & Humanities	Personal Development & Humanities	Personal Development & Humanities	Personal Development & Humanities	Personal Development & Humanities	Personal Development & Humanities
Gatsby Benchmarks	3	3	3	3	3	3

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Intro to Islam, The Quran, Five Pillars of Islam, Hajj, Islam and dress, Islam, Judaism, Christianity Abrahamic religions.	Introduction to Judaism, The Torah, Abraham and Isaac, Jerusalem, Israel and Palestine.	Intro to Hinduism, Hindu Holy Texts, Polytheism, What do Buddhists believe, Buddhist Holy Texts.	Peace and conflict in Islam, Peace and conflict in Christianity, Crusades, Anti semitism, Religious leaders and conflict.	God and the Devil, Suffering, Plato's Cave, Beyond our Dimensions, Ethics.	Heaven and Hell, Islam Christianity and death, Life after death, Reincarnation, What is the soul?
Assessment Criteria	Assessment: Teacher Assessment S&L Skills	Assessment: Teacher Assessment S&L Skills	Assessment: Teacher Assessment Speaking and Listening Skills. Written activities.	Assessment: Teacher Assessment S&L Skills	Assessment: Teacher assess S&L skills. Online assessment.	Assessment: Teacher assess S&L skills.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Knowledge, Empathy, S&L skills, and enquiry skills.	Skills: Historical and scriptural interpretation - Knowledge, Empathy, and enquiry skills.	Skills: Historical and scriptural interpretation - Knowledge, Empathy, and enquiry skills. .	Skills: Introduction to philosophical skills.	Skills: Philosophical enquiry.	Skills: Introduction to philosophical
CROSS CURRICULAR (Interleaving)	Personal Development & Humanities	Personal Development & Humanities	Personal Development & Humanities	Personal Development & Humanities	Personal Development & Humanities	Personal Development & Humanities

Gatsby Benchmarks	3	3	3	3	3	3

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Catholicism, Jehovahs witnesses, Mormonism, The Amish, Protestantism, Why interpret the Bible differently.	Orthodox Christianity, Atheism, Conspiracy Theories and Illuminati, Humanism, Rastafarianism, Paganism Christmas.	Scientology, Sunni vs Shi ite, Death Penalty, Beliefs about Death	Drugs and Ethics, Euthanasia Sanctity of Life, Genetic Engineering, Religion and IVF, Religion and Science.	Religious objections to medical procedures, Stem cell research, Abortion, Vaccinations morality and public health.	Religion and social justice, Religion and Gender, Religion and Freedom of Expression, Religion and Community, Religion and Animal Rights.
Assessment Criteria	Assessment: Teacher Assessment S&L Skills.	Assessment: Teacher Assessment S&L Skills. Presentation.	Assessment: Teacher Assessment S&L.	Assessment: Teacher Assessment S&L.	Assessment: Teacher Assessment S&L.	Assessment: Teacher Assessment S&L.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Knowledge, Life Skills, and Inquiry. Questioning, Speaking, listening, debating.	Skills: Application of knowledge, Inquiry, empathy, and evaluation.	Skills: Application of knowledge, Life Skills, Wellbeing empathy and evaluation.	Skills: Knowledge, Life Skills, Empathy debating and S&L skills.	Skills: Research, Interpretation of information, decision making, teamwork.	Skills: Knowledge, Interpretation of information and Life Skills.
CROSS CURRICULAR (Interleaving)	Personal Development & Humanities	Personal Development & Humanities	Personal Development & Humanities	Personal Development & Humanities	Personal Development & Humanities	Personal Development & Humanities
Gatsby Benchmarks	3	3	3	3	3	3

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Catholicism, Jehovahs witnesses, Mormonism, The Amish, Protestantism, Why interpret the Bible differently.	Orthodox Christianity, Atheism, Conspiracy Theories and Illuminati, Humanism, Rastafarianism, Paganism Christmas.	Scientology, Sunni vs Shi ite, Death Penalty, Beliefs about Death	Drugs and Ethics, Euthanasia Sanctity of Life, Genetic Engineering, Religion and IVF, Religion and Science.	Religious objections to medical procedures, Stem cell research, Abortion, Vaccinations morality and public health.	Religious leaders, Religious Pilgrimages, Religion and Cohesion, Religion and Science, Religion Festivals.
Assessment Criteria	Assessment: Classroom based activities. Teacher assessment S&L Skills.	Assessment: Teacher assessment Speaking and Listening Skills.	Assessment: Teacher Assessment S&L Skills.	Assessment: Teacher assessment Speaking and Listening skills. Online topic assessment/quizzes.	Assessment: Teacher assessment Speaking and Listening Skills.	Assessment: Teacher assessment Speaking and Listening Skills.
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Knowledge. Personal Wellbeing and Health. Empathy. Speaking and Listening.	Skills: Recall and knowledge, decision making, empathy, personal wellbeing and safety, S&L and debating Skills.	Skills: Recall and knowledge, Reasoning, Citizenship Skills, Empathy, and enquiry skills & S&L Skills.	Skills: Recall and Knowledge. Personal wellbeing and safety. Empathy and S&L skills.	Skills: Knowledge of Awareness. Empathy S&L Skills.	Skills: Recall of Knowledge. Research. Formulation of argument and opinion. Empathy and enquiry skills.
CROSS CURRICULAR (Interleaving)	Personal Development & Humanities	Personal Development & Humanities	Personal Development & Humanities	Personal Development & Humanities	Personal Development & Humanities	Personal Development & Humanities

Gatsby Benchmarks	3	3	3	3	3	3

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Abortion, Religious objections to medical procedures, stem cell research,	Euthanasia and sanctity of life, Drugs and Ethics, Vaccinations morality and public health.	5-pillars, Hinduism and polytheism, Sikhs in Britain.	Religion and cohesion, religious leaders, stewardship lesson.	Tradition belief fact, God and evil.	
Assessment Criteria	Assessment: Teacher Assessment S&L Skills. Worksheet Activities.	Assessment: Teacher Assessment Speaking and Listening Skills.	Assessment: Teacher Assessment Speaking and Listening Skills.	Assessment: Teacher assessed S&L contributions.	Assessment: Teacher assess S&L skills.	
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Skills: Knowledge, Numeracy, S&L skills, and enquiry skills.	Skills: Knowledge Recall, Life skills, S&L skills, and enquiry skills.	Skills: Application of knowledge economic wellbeing, work skills independent inquiry. S&L skills.	Skills: Knowledge recall, work skills, S&L skills, empathy personal safety.	Skills: Knowledge recall, work skills S&L skills, Empathy.	
CROSS CURRICULAR (Interleaving)	Personal Development & Humanities	Personal Development & Humanities	Personal Development & Humanities	Personal Development & Humanities	Personal Development & Humanities	
Gatsby Benchmarks	3	3	3	3	3	

Science						
In the Science Department we teach students the National Curriculum programme of study for Science (Biology, Physics and Chemistry). Our aim is to provide a broad and balanced programme of study that engages all students to gain an appreciation of the scientific world around them. Scientific vocabulary is prioritised through the use of key words, which are revisited throughout the KS3 and KS4 course. In Key Stage 3, & 4 students benefit from engagement with a wide range of subjects designed to enable them to both acquire knowledge, building on what they already know, including paths for progression and career options in science. Throughout each key stage all students are taught with an understanding of the need to reinforce all written texts incorporating individual learning styles and communication methods. Extended writing opportunities are built into schemes of work as well as opportunities for students to reflect on their learning. In addition, assessment opportunities are identified to monitor progress. Using AO1, AO2 and AO3 criteria. AO1: Demonstrating knowledge and understanding of scientific ideas, techniques, and procedures. AO2: Applying knowledge and understanding of scientific ideas, enquiry techniques and procedures. AO3: Analyse information and ideas to interpret and evaluate, make judgements, and draw conclusions including developing and improving experimental procedures.						
YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Being a Scientist Biology - Cells	Physics - Space Chemistry - Particles	Biology - Reproduction Chemistry - Elements, Atoms and Compounds	Chemistry - Acids & Alkalis Physics - Forces	Biology - Body Systems Physics - Sound	Physics - Light Chemistry - Chemical Reactions
Assessment Criteria	Baseline Assessment Cells: AO1; AO2 (Paper B1)	End of topic tests as above: AO1; AO2; AO3 (Paper P2 / C1)	End of topic tests as above: 6 Mark Qs (Paper B2 / C1)	End of topic tests as above AO1; AO2; AO3 (Paper C1/ P2)	End of topic tests as above: AO1; AO2; AO3 (Paper B1 / P1)	End of topic tests as above AO1; AO2; AO3 (Paper P2 / C1)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Being a Scientist; Health and safety; planning and practical work; Lab safety and Bunsen's; Equipment and	Space: - The night sky; solar system; the Earth; the Moon. Particles: Particle Model; States of	Reproduction: - Adolescence; Reproductive systems; Fertilisation; The Foetus; Life in the Womb;	Acids & Alkalis: What are Acids and Alkalis; Hazards; Indicators and pH;	Body Systems: Organ Systems; Gas Exchange; Breathing; Skeleton; Joints; Muscles	Light: Light; Reflection; Refraction; The Camera; The Eye; Colour

	Risk; Planning experiments; Measuring and recording; Using results and representing data Cells: - Observing plant and animal cells; specialist cells; movement of substances; unicellular organisms.	Matter; Melting and Freezing; Diffusion; Gas Pressure	Menstruation; Puberty; Flowers and Pollination; Germination; Seed Dispersal. Elements, Atoms and Compounds: - Elements; Periodic table; Atoms; Compounds; Formulae	Neutralisation; Making Salts Forces: Introduction; Squashing and Stretching; Drag and Friction; Gravitational; Balanced and Unbalanced forces	Sound: Waves; Energy Transfer; Loudness and Pitch; Detecting Sound; Echoes and Ultrasound. Revision - End of Year Assessment	Chemical Reactions: Reactions; Word Equations; Burning Fuels; Thermal Decomposition; Conservation of Mass; Exothermic and Endothermic
CROSS CURRICULAR (Interleaving)	Maths: magnification multiplication; measurement of planets and distance; Graphs English: layout, presentation, Reading LOs; Oral presentations. ICT: Posters, PowerPoint presentations	Art: Drawings; Diagrams English: layout, presentation, practical write ups ICT: Posters, PowerPoint presentations	Maths: Multiplication; Formulae English: layout, presentation, practical write ups; Reading Art: Drawings; Diagrams of flowers and elements. Drama: Acting as atoms	Maths: Addition; Subtraction; Multiplication in forces. Graphs English: layout, presentation, practical write ups Art: Drawings; diagrams. colours	Numeracy: Measuring waves. English: layout, presentation, practical write ups ICT: Posters, PowerPoint presentations.	Numeracy: Measurement of angles. Art: mixing colours in light English: layout, presentation, written work; writing equations.
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	Being a Scientist Chemistry - Separating techniques Biology - Adaptation & Inheritance	Chemistry – The Periodic Table Biology - Health & Lifestyle	Chemistry - Metals and Acids Physics - Electricity & Magnetism	Physics - Motion & Pressure Biology - Ecosystems	Chemistry - The Earth	Physics - Energy
Assessment Criteria	Baseline Assessment Cells: AO1; AO2 (Paper C1 / B2)	End of topic tests as above: AO1; AO2; AO3 (Paper C1/ B1)	End of topic tests as above: 6 Mark Qs (Paper C1 / P1)	End of topic tests as above AO1; AO2; AO3 (Paper P2 / B2)	End of topic tests as above: AO1; AO2; AO3 – 6 Mark Question (Paper C2)	End of topic tests as above AO1; AO2; AO3 (Paper P1)
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Being a Scientist; Health and safety; planning and practical work Separating techniques: - Mixtures; Solutions; Solubility; Filtration; Evaporation; Distillation; Chromatography. Adaptation & Inheritance: Competition & Adaptation; Adapting to Change; Variation;	The Periodic Table: Metals & Non-metals; Groups & Periods; Elements in Group 1; Elements in Group 7; Elements of group 0. Health & Lifestyle: Nutrients; Food Tests; Unhealthy Diet; Digestive Systems;	Metals and Acids: Acids & Metals; Metals and Oxygen; Metals & Water; Displacement Reactions; Extracting Metals; Ceramics; Polymers; Composites. Electricity & Magnetism: Charging up; Circuits & Currents; Potential	Motion & Pressure: Speed; Motion Graphs; Gas Pressure; Liquid Pressure; Solid Pressure; Weight and pressure; Moments. Ecosystems: Photosynthesis; Leaves; Plant Minerals; Chemosynthesis; Aerobic respiration; Anaerobic respiration; Food Chains &	The Earth: Earth & Earth's Atmosphere; Sedimentary Rocks; Igneous Rocks; Metamorphic Rocks; The Rock Cycle; The Carbon Cycle; Recycling. Revision - End of Year Test	Energy: Foods & Fuels; Energy Adds Up; Temperature; Particles; Conduction; Convection; Radiation; Energy Resources; Energy & Power; Work Energy & Machines Revisiting areas of misconceptions

	Continuous & Discontinuous; Inheritance; Natural Selection; Extinction.	Bacteria & Enzymes; Drugs; Alcohol; Smoking	Difference; Series and Parallel; Resistance; Magnets & Magnetic Fields; Electromagnets; Using Electromagnets	Webs; Disruption of Food Chains; Ecosystems Checkpoint		
CROSS CURRICULAR (Interleaving)	Maths: Volumes, Quantities English: layout, presentation, practical write ups; reading LOs Art: Drawings; Diagrams of apparatus Drama: Acting as circuits	Maths: Addition, subtraction for electronic configuration English: layout, presentation, practical write ups; key words Art: Drawings; Diagrams of plants ICT: PPT class presentations	Maths: writing of chemical reactions with formulae English: layout, presentation, practical write ups; Reading Art: Drawings; diagrams of apparatus	Maths: Addition, multiplication, graphs English: layout, presentation, practical write ups; reading Los, key words. Art: Drawings; Diagrams of apparatus	English: layout, presentation, practical write ups; Reading Art: Drawings; Diagrams of apparatus; posters	Maths: Tables, results, graphs English: layout, presentation, practical write ups; reading Art: Drawings; Diagrams of apparatus PSHE: Reflecting on self, growth, hormones, personal info
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	BIOLOGY & CHEMISTRY Working scientifically along with practical skills (Incorporated into lessons)	Physics & CHEMISTRY Working scientifically along with practical skills	BIOLOGY Working scientifically along with practical skills	PHYSICS Working scientifically along with practical skills	Biology Working scientifically along with practical skills	CHEMISTRY Working scientifically along with practical skills

		(Incorporated into lessons)	(Incorporated into lessons)	(Incorporated into lessons)	(incorporated into lessons)	(Incorporated into lessons)
Assessment Criteria	Baseline Assessment. End of topic tests as below: AO1, AO2, AO3	End of topic tests as below: AO1, AO2, AO3	End of topic tests as below: AO1, AO2, AO3	End of topic tests as below: AO1, AO2, AO3	End of topic tests as below: AO1, AO2, AO3	End of topic tests as below: AO1, AO2, AO3
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Health and safety in the Science lab Biology: B1 Cell structure and transport: The microscope; animal and plant cells Eukaryotic and prokaryotic cells; specialist cells; diffusion; osmosis; active transport; exchanging materials. Required Practical's (B1.2) – Using a light microscope. (B1.8) – Investigating Osmosis through concentrations of salt	GCSE Content Physics: P1 Conservation of energy: Energy stores; energy and work; GPE; Kinetic and elastic energy; energy and efficiency; Electrical appliances; energy and power. P2 Energy by Transfer: Conduction; convection; radiation; specific heat capacity; heating and insulating buildings.	GCSE Content – Biology: B2 Cell division: growth and differentiation; stem cells and dilemmas. B3 Organisation and digestive system: tissues and organs; human digestive system and how it works; catalysts and enzymes; making digestion efficient. B4 Organising animals and plants: the blood and blood vessels; the heart; helping	GCSE Content - Physics: P3 Energy resources: energy demands; energy from wind and water; power from sun and the Earth; energy and the environment; Big energy ideas Physics: P4 Electrical Currents: Current and charge; Potential difference and resistance; Series and parallel circuits P5 Electricity in the home: Alternating currents; Cables	GCSE Content Biology: B5 Communicable diseases; Health and disease; Pathogens and disease; Preventing infections; Viral diseases; Bacterial diseases; Diseases caused by fungi and protists; Human defence response. B6 Preventing and treating disease: Vaccination; Antibiotics and pain killers; Discovering drugs;	GCSE Content Chemistry: C3 Structure and Bonding: States of matter; atoms into ions; ionic bonding; giant ionic structures; covalent bonding; structure of simple molecules; Giant covalent structures; metallic bonding C4 Chemical calculations: Relative masses and moles; equations and calculations; from masses to equations, concentration

	or sugar Chemistry: C1 Atomic Structure: Atoms; chemical equations; history of the atom; structure of the atom; electronic structures	Required Practical (P2.2) – Determining specific heat capacity. Chemistry: C2 The Periodic Table: Development of the periodic table; electronic structure; Group1; Group 7; trends	the heart; breathing and gas exchange; tissues and organs; transport systems. Required Practical's (B3.3) – Using standard food tests to identify food groups. (B3.6) – Investigating the effect of pH on rate of reaction – Amylase enzyme.	and plugs; Power and potential difference; electrical currents and energy transfer; appliances and efficiency Required Practical's (P4.2-P4.5) – Investigating resistance of a wire (P4.3) – Investigating electrical components.	Developing drugs. More about plant diseases and plant defence responses. Monoclonal antibodies.	Required Practical's C5 Making a salt – fits well with C3 and C4 Examination techniques and methods of revision using past papers and mark schemes
CROSS CURRICULAR (Interleaving)	Maths: magnification; graphs and charts; calculations English: layout, presentation, practical write ups reading Art: Diagrams of apparatus	Maths: balancing equations, charts and graphs; algebra for rearranging equations English: layout, presentation, practical write ups; reading LOs	Maths: equations; charts; graphs English: layout, presentation, practical write ups; reading LOs Art: Drawings and diagrams ICT: presentations	Maths: graphs and charts English: layout, presentation, practical write ups; reading LOs Art: Drawings; diagrams; story boards	Maths: charts and graphs English: layout, presentation, practical write ups; reading Los PSHE: Self-image; puberty; relationships	Maths: scientific equations; addition; subtraction English: layout, presentation, practical write ups; reading LOs Art: Drawings and diagrams
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

Science						
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YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	BIOLOGY & CHEMISTRY Working scientifically along with practical skills (*Incorporated into lessons*)	PHYSICS & CHEMISTRY Working scientifically along with practical skills (*Incorporated into lessons*)	BIOLOGY & CHEMISTRY Working scientifically along with practical skills (*Incorporated into lessons*)	PHYSICS Working scientifically along with practical skills (*Incorporated into lessons*)	BIOLOGY Working scientifically along with practical skills (*Incorporated into lessons*)	CHEMISTRY Working scientifically along with practical skills (*Incorporated into lessons*)
Assessment Criteria	Baseline Assessment. End of topic tests as below: AO1; AO2; AO3	End of topic tests as below: AO1; AO2; AO3	End of topic tests as below: AO1; AO2; AO3	End of topic tests as below: AO1; AO2; AO3	End of topic tests as below: AO1; AO2; AO3	End of topic tests as below: AO1; AO2; AO3

BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	Biology & Chemistry: B7 Non-communicable disease: Cancer; smoking and the risk of disease; Diet, exercise, and disease; Alcohol and other carcinogens. B8 Photosynthesis; The rate of photosynthesis; How plants use glucose; making the most of photosynthesis. C5 Chemical Changes: The reactivity series; displacement reactions; extracting metals; salts from metals; salts from insoluble bases; neutralisation and the pH scale	Physics & Chemistry: P6 - Molecules and matter; Density; States of matter; Changes of state; Internal energy; Specific latent heat; Gas pressure, volume and temperature. P7 - Radioactivity: Atoms and radiation; the discovery of the nucleus; Changes in the nucleus; More about alpha, beta and gamma radiation; Activity and the half-life. Nuclear radiation in medicine; nuclear fission and fusion. C6 – Electrolysis: Introduction to electrolysis;	Biology & Chemistry: B9 Respiration: Aerobic respiration; The response to exercise; Anaerobic respiration; metabolism and the liver. B10 - The human nervous system; Principles of homeostasis; The structure and function of the human nervous system. Reflex actions. The brain. The eye and common problems of the eye C7 – Energy Changes: Exothermic / endothermic; using energy transfers; reaction profiles	Physics: P8 Forces in balance: Vectors and scalers; Forces between objects; Resultant forces; Centre of mass; The parallelogram of forces; Resolution of forces. P9 Motion: Speed and distance-time graphs; Velocity and acceleration; More about velocity-time graphs; Analysing motion graphs. P10 Forces and motion: Forces and acceleration; weight and terminal velocity; breaking	Biology: B11 Hormonal coordination: Principles of hormonal control; the control of blood glucose levels; Treating diabetes; The role of negative feedback; Human reproduction; Hormones and the menstrual cycle; The artificial control of fertility; Infertility treatments. Plant hormones and responses. Homeostasis – controlling body temperature; removing waste products; the human kidney and dialysis. B12 Reproduction: Types of evolution; Cell	Chemistry: C8 Rates and equilibrium: Rate of reaction; collision theory and S.A; the effect of temperature; the effect of concentration, catalysts; reversible reactions; equilibrium Required Practical C8 – Investigating the rate of a reaction. Looking at Paper 1, 2 and required practical's Linking ELC modules:

	Required Practical (B8.2) – Investigating effect of light intensity – photosynthesis (C5.7) - Neutralisation	changes at the electrodes; aluminium; aqueous solutions Required Practical (P6.1) – Calculating densities C6.4 Electrolysis	Required Practical (B10.2) – Investigate the effect of human reaction times C7.1 Temperature changes	distances; forces and elasticity Required Practical (P10.5) – Investigate relationship of force and extension for a spring (P10.1) – Investigate the relationship between force and acceleration	division in sexual reproduction; DNA and the genome; Inheritance in action; More about genetics; Inherited disorders; Screening for genetic disorders. DNA structure and protein synthesis.	Examination techniques and methods of revision using past papers and mark schemes
CROSS CURRICULAR (Interleaving)	Maths: Graphs and Interpretation, English: layout, presentation, practical write ups; key words Art: Storyboards ICT: PPT class presentations	Maths: Graphs and Interpretation and tables English: layout, presentation, practical write ups; key words	English: layout, presentation, practical write ups; key words ICT: PPT class presentations Geography: Extraction of metals, ores and where they come from	Maths: Date, time English: layout, presentation, practical write ups; key words Art: Story boards PSHE: Genetics and inheritance	Maths: English: layout, presentation, practical write ups; key words History: Discovery of the atom; famous scientists ICT: PPT class presentations	Maths: Graphs, tables and interpretation English: layout, presentation, practical write ups; key words
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Subject of study	BIOLOGY & Chemistry Working scientifically along with practical skills (*Incorporated into lessons*)	Physics & Chemistry Working scientifically along with practical skills (*Incorporated into lessons*)	BIOLOGY & Chemistry Working scientifically along with practical skills (*Incorporated into lessons*)	BIOLOGY Working scientifically along with practical skills (*Incorporated into lessons*)	BIOLOGY Working scientifically along with practical skills (*Incorporated into lessons*)	BIOLOGY Working scientifically along with practical skills (*Incorporated into lessons*)
Assessment Criteria	End of topic tests as below: AO1; AO2; AO3	End of topic tests as below: AO1; AO2; AO3	End of topic tests as below: AO1; AO2; AO3	End of topic tests as below: AO1; AO2; AO3	End of topic tests as below: AO1; AO2; AO3	End of topic tests as below: AO1; AO2; AO3
BRIEF DESCRIPTOR/ KEY AREAS OF STUDY	<u>Biology</u>: B13 - Variation and evolution: variation; Evolution by natural selection; Selective breeding; Genetic engineering; Ethics and genetic technologies. B14 - Genetics and evolution:	P11 - Waves and properties: The nature of waves; the properties of waves; Reflection and refraction; More about waves Required Practical (P11.4) – Investigating waves in a ripple tank and waves in a solid	<u>Biology</u> B15 - Adaptation, interdependence, and competition: The importance of communities; Organisms in their environment; Distribution and abundance; Competition in animals; Competition in plants; Adapt to survive; Adaptations in animals; Adaptations in plants.	P13 Electromagnetism: Magnetic fields; Magnetic fields and electric current; The motor effect B17 Biodiversity and ecosystems: The human population explosion, Land, and water pollution; Air pollution; Deforestation and peat destruction; Global warming;	Examination techniques and methods of revision using past papers and mark schemes Revision; Required practicals and Exams.	Examination techniques and methods of revision using past papers and mark schemes Revision; Required practicals and Exams.

	Evidence for evolution; The history of genetics; theories of evolution; evolution and speciation; Fossils and extinction; More about extinctions; Antibiotic resistant bacteria; Classification New systems of classification C9 – Crude Oil: Hydrocarbons; fractional distillation; burning hydrocarbons; cracking	P12 Electromagnetic waves: The electromagnetic spectrum; Light, infrared, microwaves, and radio waves; Communications; Ultraviolet waves, x-rays, and gamma rays; X-rays in medicine Required Practical (P12.2) – Investigating infrared radiation. C11 – The Earth's Atmosphere: History of the atmosphere; the evolving atmosphere; Greenhouse Gases; Climate change; Atmospheric pollutants.	Required Practical (B15.3) – Measure population size of common species B16 Organising an ecosystem: Feeding relationships; Materials cycling; the carbon cycle. C10 – Chemical Analysis: Pure substances and mixtures; analysing chromatograms; testing for gases	Maintaining biodiversity. C12 – The Earth's Resources: Finite and renewable resources; water; treating wastewater; extracting metals from ores; life cycle assessments; reduce, re-use and recycle. Required Practical C12.2 Water purification		

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CROSS CURRICULAR (Interleaving)	Maths: graphs; charts and reading data English: layout, presentation, practical write ups; reading LOs	English: layout, presentation, practical write ups reading LOs Art: Drawings; posters; story boards	Maths: graphs and charts; extracting data English: layout, presentation, practical write ups; reading LOs	Maths: Angles, addition; subtraction; weight English: layout, presentation, practical write ups; reading LOs	Maths: scientific equations English: layout, presentation, practical write ups; reading LOs	Maths: scientific equations English: layout, presentation, practical write ups; writing revision cards
Gatsby Benchmarks	4, 7	4, 7	4, 7	4, 7	4, 7	4, 7